

# Tender Care Westbury

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY268486
<b>Inspection date</b>	13 February 2008
<b>Inspector</b>	Elizabeth Ellen Mackey
<b>Setting Address</b>	30 Westbury Road, Croydon, Surrey, CR0 2ES
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<b>Registered person</b>	Shyrose Asharia
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Tender Care Day Nursery is privately owned by an individual provider and opened in 2001. It operates from a three story property in Selhurst, in the London Borough of Croydon. The nursery is open from 08:00 to 18:00, Monday to Friday for 51 weeks of the year.

There are currently 50 children from one year to under five years old on roll. Of these 17 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 15 members of staff who work at the nursery. Of these, 12 have relevant childcare qualifications and three are currently working towards a qualification. The setting receives support from the Local Authority through an early years advisor, they have achieved an Investors in People award and are a member of The National Day Nursery Association.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children learn about good hygiene practices when they wash their hands before meal times, after they use the toilet or when they have been out in the garden. Tissue dispensers placed at children's level encourages them to help themselves to tissues to blow their own nose. Staff protect children from the risk of cross contamination by good hygiene procedures when changing children's nappies. However effective hand washing is hindered in two washrooms because of a temporary problem with the hot water taps resulting in cold water only being available.

Children enjoy regular meals that are freshly prepared on the premises and take into account their

nutritional needs. They begin to develop healthy eating habits and learn about the foods that are good for them. Children help themselves to a variety of fruit including pear, apple and banana at snack time and eagerly tuck into freshly cooked foods for their lunch. Meals are nutritious and avoid large quantities of saturated fat, sugar, salt and artificial additives. The setting received a four star award for food safety.

Children play outside in the garden every day and take part in regular physical activity, as part of a healthy lifestyle. The free flow system in place encourages children's autonomy and they can move from inside to outdoors freely. A canopy in the summer months ensures children can still enjoy the outdoor area whilst being protected from the sun. Children enjoy chasing and ball games and using tyres to climb in and out of as well as for balancing. Children peddle bikes confidently and safely, aware of other children in their path. The outdoor area is used extremely well and is attractively presented to engage the children. The children learn how to care for and respect nature through a variety of outdoor activities such as planting seeds and trees.

Children's health is protected because all staff complete and maintain an appropriate first aid certificate and can respond appropriately to minor accidents or injuries. Effective systems are in place to keep accurate records of children's health needs, any accidents they have and any prescribed medicine they need to be given. This promotes children's wellbeing and ensures both staff and parents are kept well informed.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for in secure, well maintained premises which are welcoming to families. There are safe systems in place for the arrival and departure of children, staff are able to see who is arriving before opening the door. Children are signed in on arrival followed by two further registration periods during the day. Children have access to an extensive variety of age-appropriate resources and play materials which are checked regularly and kept clean and in good condition, which helps ensure children can play safely.

Children's risk of accidental injury is minimised because effective procedures are in place for identifying and minimising any potential hazards. The nursery employ an outside contractor to ensure their health and safety measures are effective and meet legal requirements. The most recent health and safety report commended the nursery, stating a good standard of safety consultation was noted during the visit. Staff receive health and safety training and are aware of their responsibility; they conduct daily health and safety checks of the rooms they work in

and make sure they report identified concerns. Staff are very well deployed and extremely vigilant about supervising children at all times, whilst still enabling children to take measured risks to develop their independence.

Children are evidently learning to keep themselves safe when they demonstrate they are aware of the boundaries in place. They remind each other of the rules, for example taking turns and not fighting over popular resources. Staff prompt children in their thinking by asking, 'what do you think would happen' as opposed to telling them. When the children are skewering strawberries staff say, 'why must we be careful with this part' and the children say, 'because it sharp and it would hurt you'. Children are reminded of the rules before attending outings and staff are asked to re-read the lost child procedures before embarking on a journey as part of the setting's risk assessment for outings. Children are familiar with fire evacuation procedures because they take part in regular, timed fire drills. Staff working in the upstairs baby room have a clear system for evacuation.

Children's welfare is safeguarded because staff understand their role in child protection. All staff have completed level one child protection whilst the manager and the deputy have completed level three. Staff are required to familiarise themselves with the setting's safeguarding policy and know what steps to take if they are concerned about a child. The setting's child protection mission statement is available in the lobby for parents to access.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children throughout the nursery are very confident and settled. They make excellent relationships with staff, who respond to them warmly and actively show an interest in what they say and do. Staff working with children under three years old effectively use the Birth to three matters framework to make observations of children's achievements and use these to plan a wide variety of experiences to enable and encourage their development and progress. Younger children benefit from secure relationships with consistent key staff who know them well and attend to their individual needs. Staff and parents work closely together. Parents complete an information booklet 'all, about me' regarding their child's likes/dislikes and their abilities. This coupled with an ongoing contact book and good communication ensures that children's ongoing needs are known and there is consistency of care from home to nursery. Children enjoy a comfortable environment with lots of soft

furnishings where they can safely explore. There is a great sense of fun and adventure for them and they are eager to join in with games. Children sit confidently in the book area with staff looking at books and joining in with familiar rhymes and songs. They all join in with the actions for Mrs Polly and rock 'their babies' as they sing.

Staff plan a wide range of excellent play experiences for the children and make detailed observations of their progress. Activities include, exploring textures like corn flour, looking at their expressions in a mirror, blowing bubbles, watering plants and dressing up. Some of the books have been made from laminating the children's work, this gives them a sense of achievement when they can repeatedly share the pictures they have made. Children settle quickly on arrival and are familiar with the routine of the day. Children attempt to eat their lunch independently and are supported by staff when they need a little bit of help. Children's individual routines are followed, although there are currently no very young babies attending and all the children naturally have a nap after lunch. Staff interact gently with the children and

when one child starts to cry at rest time he stops within seconds; reassured by his carer who softly sings to him.

## Nursery Education.

The quality of teaching and learning is outstanding. Teaching is consistently effective, because practitioners have a secure knowledge of the Foundation Stage and they use a wide range of teaching methods. All areas of the curriculum are planned for and learning takes place both in and outdoors. Practitioners know the children extremely well and they use their planning and observations to effectively monitor children's progress. The free-flow approach encourages children to become involved in all activities. They are motivated and demonstrate a sense of belonging with the freedom to self select resources and develop their play. Activities are skilfully planned to ensure they meet the individual needs of all children and to offer appropriate challenge and satisfaction of achievement. Children show a good level of independence and concentration and they make excellent progress towards the early learning goals. Assessment is thorough and information gained from observations of children's achievements is used effectively to plan activities that build on their existing knowledge, skills and interests. Children's next steps are regularly shared with parents to ensure they incorporate their views. Children are very confident and sociable. They are excellent communicators and are keen to use language to express their ideas and develop their play. Children talk confidently to staff, each other and to visitors to the group.

The free flow system in operation encourages collaborative play and children are frequently seen playing and working together in self formed groups. Several children select different roles in the imaginative play area, including being the cook and making dinner. They skilfully peel real vegetables. Once peeled, the child takes them to the real kitchen and asks the cook can she cook them; she willingly obliges. This values children's achievements and builds their self esteem. Practitioners are highly skilled at interacting with the children at an appropriate level. This enables children to play independently and the adult is always close at hand to help children negotiate with each other and to move their learning on to a new level. Children sit together and enjoy sharing books and listening to stories. There are ample opportunities for children to write and make marks while they play, such as making lists, making their own books, making patterns in the sand, painting on the outside wall, making pretend paper money, writing letters or copying patterns. Many children write their name and recognise a variety of familiar letters. Excellent use of labelling, including children's names on work also extends their knowledge of letters and words.

Children show an interest in numbers and recognise familiar numerals. Mathematic language is used in everyday activities, for example children count the bricks as they build the tower and can work out how many more they need as they learn basic subtraction. Children talk about the size and shape of the objects they make from junk modelling. A child made a model from straws and tape. She brings it into the garden, raises it in the air and proudly shows it to everyone. Using tape she then sticks it to the outside wall. A practitioner acknowledges her achievement and places her own model next to it, the child correctly identifies it as a diamond shape.

Children find out about the world around them through topic based work, such as, animals, people who help us, festivals and seasons. They investigate the natural world through learning about the nature surrounding them; on the way to nursery or in the well resourced garden where they plant seeds and care for plants. Children explore natural objects in the garden, for example wood, stones and acorns with a magnifying glass. Children also look after fish in the

nursery and they also studied real caterpillars. They have made a photograph book to capture the metamorphosis of the caterpillars into butterflies. Children learn about the uses of everyday technology when they competently complete simple programmes on the computer. Children access this independently, in small groups or with adult support if required. Children benefit from a well-stocked creative workshop area where they can design and make things using recycled materials. They are highly skilled at using tools, such as, hole punchers and staplers. They can independently take items from this area outside, for example one child comes in from the garden and takes a sponge, using the water from the water tray he soaks the sponge and then cleans his bike. When he has finished he squeezes out the water and returns the sponge to where he got it from. The organisation of the superior resources and the encouragement of children's autonomy helps to develop their imagination and enjoy free expression. Children sing and dance enthusiastically, joining in with practitioners who spur them on with their own enthusiasm and input.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are extremely well behaved. They are learning to take turns and share the popular resources. A timer is used in the setting to help children understand how to fairly take turns, although there is little need to use this as on most occasions the children are able to skilfully negotiate this for themselves. They play co-operatively together and all willingly help to

tidy up. Staff know the children very well and their interaction is consistently positive. Children approach all staff confidently, they welcome their input and relish the praise they receive on achievement.

Children with learning difficulties and/or disabilities are thoroughly supported in the setting. The nursery has forged strong links with the Croydon Early Years Development and Childcare partnership (EYDCP) and the Manager of the setting is actively involved in the education and childcare improvement programme. The Manager and the Deputy have both completed training with the EYDCP to gain an accredited qualification. The designated special needs co-ordinator keeps her practice up to date by attending regular training sessions, which is then cascaded to the staff team. The nursery inclusion policy is regularly reviewed and consistently implemented.

The nursery is committed to ensuring that all children are supported and able to participate fully in all aspects of the curriculum. Children are very confident and outgoing. They are treated respectfully and with equal concern. Children's needs and abilities are clearly known by the established staff team. Their uniform approach provides children with consistent, harmonious and nurturing environment where they flourish. Children learn about their own culture and those of others and the setting implements a policy to identify how they value diversity in families. Feedback from a parent applauds the achievements of the nursery in how they value personal religious backgrounds and how well they demonstrated their commitment to inclusion and celebrating the diversity of cultures. The staff team collectively speak eight different languages and they share them with the children who listen to stories and sing songs in several languages. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is outstanding. Children benefit greatly from the positive relationships that staff have developed with their parents. The commitment to partnership is clearly evident and feedback from parents confirms is extremely positive. Parents commented on the professionalism and commitment of staff, the excellent communication through regular meetings and newsletters and how much their children enjoy coming to the nursery and how

well they achieve. The nursery have elected a parent representative who provides an additional communication link for parents and organises social events so parents can get to meet each other. The nursery provide opportunities for parents to get involved, they organise seminars and invite them to join training sessions with the staff team. Parents are very well informed about their children's attainment, parents' meetings are held outside of nursery hours and informal discussions and written reports keep them up to date with their children's progress. Parents and children are also asked to complete questionnaires to share their views of the service.

## **Organisation**

The organisation is good.

Children's care is enhanced by the efficient and effective organisation of the setting. Overall the premises are very well maintained, however two of the hot water taps are not working effectively. Staff are appropriately qualified and vetted due to robust recruitment procedures. Children benefit greatly from the consistent care provided by a well-established staff group, many of whom have been in post for several years. Staff work well together as a team and have clear roles and responsibilities. Well planned induction procedures ensure staff and students are familiar with the setting's policies and procedures, which means they are consistently implemented.

The leadership and management of the nursery education provision is outstanding. The provider is the manager of the setting, she works closely with the deputy manager. Together they lead a very effective team who strive for excellence. This is evident in their commitment to ongoing evaluation of their service, they are currently working towards accreditation. The nursery has also received an investors in people award. Systems are in place to monitor and evaluate the nursery education provided and staff have excellent training opportunities.

All required documentation is in place that promotes the health, safety and wellbeing of children. Regulatory records do not consistently detail staff and children's names in full which impacts on the maintained record for historical purposes. Children have a well planned, active and stimulating day at the setting with opportunities to take part in a variety of experiences that support their development and learning. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the provider agreed to meet a number of recommendations. The documentation for children with additional needs has been improved to incorporate input from parents and other professionals. The vetting procedure has been updated and is now robust to ensure staff suitability. All staff undertake first aid training to ensure there is a person qualified to administer first aid on the premises at all times. Improvements have been made to the premises; a new front door has been fitted to improve security and new toilet doors have been fitted to afford children privacy.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve regulatory documentation by ensuring full names of children and staff are detailed
- ensure there is hot running water available in all washrooms

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)