

# Tubbies Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY330375
<b>Inspection date</b>	29/10/2009
<b>Inspector</b>	Patricia Mary Champion

<b>Setting address</b>	35 Strood Avenue, ROMFORD, RM7 0UX
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Tubbies Day Nursery is privately owned and opened in 2006. The nursery operates from a converted building located in a residential area of Rush Green in Romford, Essex. All children share access to a secure, enclosed, outdoor play area. A maximum of 28 children may attend the nursery at any one time. The nursery opens five days a week all year round, except for public holidays. Operating times are from 8.00am until 6.00pm.

There are currently 20 children aged from one to four years on roll. Children aged three and four years receive funding for early education. Children attend for full day care. The nursery serves the local community and surrounding areas. The setting supports a number of children who have English as an additional language. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs eight staff, all of whom hold appropriate early years qualifications. There are seven staff working towards a higher level early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy as they play in a safe and stimulating environment. Effective links have been established with parents so that all children receive care and education appropriate to their needs. Good systems are in place to ensure that no child is disadvantaged. The management team recognise the value of continuous quality improvement. The staff show a strong commitment for ongoing professional development and a culture of reflective practice is actively encouraged to promote better outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that staff consistently record the children's full names on the registers, accident and medication records
- enhance children's communication, language and literacy skills by reviewing how books, both fiction and non fiction, are presented to children and use puppets and props to encourage listening and responding when singing a familiar song or reading from a story book.

## **The effectiveness of leadership and management of the early years provision**

Children are protected because all staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child. Adults working in the nursery undergo robust recruitment and vetting procedures to determine their suitability to work with young children. Records listing checks by the Criminal Records Bureau (CRB) are regularly updated. Risk assessment is undertaken each day to ensure that the play environment is safe and secure and children are closely supervised at all times. Play equipment is routinely checked for damage or cleanliness. New storage units have just been provided to enhance the opportunities for children to independently take decisions and freely choose and select resources to extend their learning. All the essential written policies and procedures that promote the efficient and safe management of the nursery are in place. However, there is potential for misunderstandings as staff do not consistently record the full names of children in the registers or accident and medication records.

Staff work very effectively as a team and are led by a forward thinking manager and deputy. Everyone strives to ensure that children receive high quality care and education. Many aspects of the nursery provision are monitored and appraised. There is an impressive training programme and the manager is proactive in seeking funding to make additional improvements, for example, when creating a super outdoor play environment. Using self evaluation, which includes the views of parents and staff as part of the process, the nursery has taken effective action with a number of areas that were identified for improvement. The nursery has effective policies regarding equal opportunities and working with children with special educational needs. Staff provide children with many opportunities for children to learn about their own heritage and wider society. For example, by celebrating a range of cultural festivals and ensuring that pictures and displays throughout the nursery portray a diverse society.

Staff promote very positive, welcoming relationships with parents and carers. Key persons make themselves available to give feedback to parents each day and displays, notice boards and newsletters keep parents informed about special events and important information about the nursery. Parents are invited to discuss their children's progress records and also make contributions in communication books. Parents speak very positively about their experience of dealing with the staff and praise the progress their children make. Good relationships are established with nearby schools, which results in children settling into reception classes with confidence.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS). The systems for observing children's achievements and planning for their progression towards the

early learning goals are regularly reviewed. This ensures that activities are securely based on what individual children can already do and provides appropriate challenge, particularly in respect of their varying abilities, interests and enthusiasms. There is a very positive balance of adult-led and child-initiated play. Children really benefit from spending much of their time in the fresh air because the outdoor area is used continually. Much thought has gone into making use of the available space to provide a stimulating and interesting environment that encourages children to try activities and move freely between areas. A wide range of good quality resources are stored at low level so that even the youngest children can make independent choices and follow their own interests.

Staff sensitively support children who speak English as an additional language. There are plenty of visual pictorial prompts displayed to encourage children to share their messages or help them understand the routines and what they are required to do. The staff have already identified the need to find ways to enhance all children's communication, language and literacy skills as some children are easily distracted particularly at story times and books are not always presented to maximise children's learning.

The nursery gives a high regard to promoting children's health and safety. Children learn and adopt healthy hygiene practices, such as washing their hands prior to eating or after using the bathroom. The nursery has a designated cook, who works closely with staff and parents to ensure that children's dietary requirements are met. Children take part in regular evacuation procedures and there are discussions about why a wet floor becomes slippery, which helps to develop their awareness of personal safety. Interesting outings and visitors to the nursery teach children about the importance of road safety or why it is important to take care of their teeth. Children are confident, curious learners who are encouraged to join in and share with each other. Their independence skills are developing well. Consequently, children are all given the opportunity to develop the skills they need for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met