



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN EY268486**

**DfES Number: 532417**

### **INSPECTION DETAILS**

Inspection Date      22/11/2004  
Inspector Name      Christine Stimson

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Tender Care Westbury  
Setting Address      30 Westbury Road  
                                 Croydon  
                                 Surrey  
                                 CR0 2ES

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Shyrose Asharia

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Tender Care Westbury has been open since 2001, and operates from a three storey property in Selhurst, Croydon. Children attend from the local area.

Children aged 2 to 5 years are accommodated on the ground floor and children aged 0 to 2 years are on the first floor.

There are currently 50 children from 6 weeks to 5 years old on roll. This includes 7 funded 3- year-olds and 1 funded 4-year-old. Children attend for a variety of sessions. The setting currently supports children with special needs and those who speak English as an additional language.

The group opens Monday to Friday, from 08:00 until 18:00, for 51 weeks of the year.

The setting employs 10 staff to work with the children; 2 part time and 8 full time, of these 7 hold early years qualifications, and a further 3 staff are currently working towards early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), achieved an Investors in People award this year and is a member of The National Day Nursery Association.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Tender Care Westbury Nursery provides high quality nursery education which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff manage children well and develop good relationships with them. They plan a variety of practical activities and understand what children learn from them. The space indoors is well organised, creating an interesting learning environment in which children increase their independence. The outdoor area has been organised as an extended classroom where children's physical skills are developed and their natural curiosity fostered.

Staff allow time for children to plan their own activities where they can select resources, negotiate with those they wish to play with and plan what they want to do. Staff offer children good support during this time, but remain focussed on this being a child led activity.

Staff assess children's learning against the stepping stones and early learning goals, and use this information to plan what children should do next. They keep careful records which provide a clear picture of children's progress to share with parents.

The leadership and management of the nursery is very good. The leader has developed a committed staff team who have a collaborative approach to all aspects of their work. She acts on advice and has encouraged staff to embrace training opportunities. She has developed links with other providers to organise support for children who have English as an additional language.

The partnership with parents is very good. Parents spend time talking informally to key workers and are kept informed of forthcoming events. One to one meetings are arranged with parents where they discuss their child's progress and they are well informed about the foundation stage of learning. Parents understand the importance of supporting their child's learning at home and a book loan scheme has been very popular and successful.

### What is being done well?

- Staff use excellent strategies to promote good behaviour and consideration for others. Their calm and polite manner sets a very good example.
- Children's independence is encouraged throughout the day with children setting tables for lunch, putting on their own outdoor clothing, selecting their own resources and planning their own activities.
- Children benefit from effective teaching to help them design and make things. They become adept at using construction sets, re-cycled materials, scissors, glue, tape and staplers.

- Children's skill with technology is promoted with the regular use of a computer and programmable toys.
- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities.
- Parents are kept well informed of their child's progress. There is an extensive range of books which they can borrow to help their child learn at home.

**What needs to be improved?**

- opportunities for children to learn about features of living things in the natural world.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are willing learners in a setting where they gain confidence to speak and sing in a familiar group and develop friendships with both children and staff. They understand the need to take turns, are well behaved and help staff clear activities away. Independence is encouraged by letting children set tables for lunch, put on their own shoes and coats and plan their own play, selecting resources as appropriate. Children regularly explore the cultures and beliefs of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are encouraged to write for a variety of purposes and to understand that print carries meaning. They respond enthusiastically to stories and rhymes and are able to sing simple songs from memory. Children have their vocabulary extended by staff during activities and are able to link sounds to letters and recognise their own names using a copy card. Many children can re-call a favourite story and re-tell it, using story language and narratives.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count reliably to ten and recognise numerals up to nine. They use subtraction whilst singing songs such as 'Five little men in a flying saucer'. Children explore addition and subtraction whilst reading stories with staff who carefully question them about how many or what number is left? Children are encouraged to use mathematical language for description and many are able to recognise and name basic shapes and recreate simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children create using a variety of materials and join their models together using glue, tape and staples. They use their senses during activities involving textures and foods from around the world. Children explore technology using calculators, electronic tills and a computer. They learn about people in the local community during visits from fire officers, road safety officers and the dentist. Children have limited opportunities to identify living things in the natural environment.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children show increasing control when putting on their outdoor clothing and shoes. They move with control and confidence and show awareness of space for themselves and others whilst riding bikes and cars in the outside area; they are confident climbers. Children are made aware of changes that happen to their bodies after physical activities, and are beginning to understand about healthy foods. They use a variety of tools whilst exploring malleable materials such as wet sand and play dough.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour, texture and shape whilst creating models and pictures. They sing simple songs from memory and follow instructions on music tapes relating to gestures and movements. Children enhance their role play by dressing up in costumes, and respond to their senses by feeling different textured materials and tasting foods from around the world. They are able to recognise repeated sounds and sound patterns and play musical instruments, some of which they make themselves.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following: -
- the use of resources which enable children to increase their understanding of living things in the natural world.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*