

Tender Cubs Pre-School Wood Lane

Inspection report for early years provision

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EY380293

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16/02/2011

Inspector

Shawleene Campbell

Setting address

St Elisabeth's Church Hall, Hewett Road, Dagenham, Essex,
RM8 2XT

Telephone number

0208 5967188

Email

Type of setting

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*.

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Description of the setting

Tender Cubs Pre-School Wood Lane is privately owned. It was registered in 2008 and operates from two rooms within the grounds of St Elizabeth Church. The setting is situated in Dagenham, in the London borough of Barking and Dagenham. The setting serves the local community and children attend a variety of sessions. All children share access to a secure enclosed outdoor area. The premises is disability friendly.

The setting is registered to care for a maximum of 45 children from two years to under five years at any one time. There are currently 71 children on roll; of these 41 children receive funding for early education. The pre-school currently supports children with special needs and children who speak English as an additional language. The setting is registered on the Early Year Register.

The pre-school is open from 9.15am to 12.30pm and from 1pm to 4pm Monday, Tuesday and Wednesday term time only.

The pre-school employs 12 staff. All staff including the manager hold appropriate early years qualifications at level 2 and 3. The manager is working towards a higher child care qualification.

The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Practitioners promote an inclusive, welcoming and child-friendly environment and as a result children's care, learning and development children progress well. Children have access to a wide range of both indoor and outdoor experiences to support their development. The setting uses processes for self-evaluation well to further promote the outcomes for children but it has not served to identify weaknesses in relation to documentation requirements. The setting has developed effective relationships with parents that contribute to children's learning and sense of belonging. There are clear health and safety procedures in place to promote children's welfare while at the setting.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 19/03/2011

- ensure a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's keyworkers is kept (Documentation)

19/03/2011

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

- improve the availability of attractive book areas and range of books, to increase children's spontaneous interest in books and literature
- extend the complaints procedure to ensure details for contacting Ofsted are readily available to parents should they wish to make a complaint

The effectiveness of leadership and management of the early years provision

Practitioners and management have a sound understanding of the signs and symptoms of abuse. They know what action to take if they have concerns about a child in their care which promotes children's welfare. Most required documentation is in place and well maintained with the exception of the recording of children's hours of attendance and requesting written parental consent to seek emergency medical advice or treatment. Also details for contacting Ofsted are not readily available should parents wish to make a complaint.

Practitioners work well as a team and through guidance and support from management and the local authority they provide good outcomes for children. The staff team and children attending the setting are from varying backgrounds. Practitioners use their expertise well to aid communication with both children and their parents. This promotes an inclusive environment. Management encourages practitioners to attend ongoing training which helps support children within the setting. The children are cared for in a secure and safe environment because practitioners carry out regular risk assessments including for outings. This ensures children are safe both indoors and outdoors.

An action plan for improvement is in place and since the last inspection the setting has addressed all recommendations made. They have used the Ofsted self-evaluation well as a tool for reflective practice. Subsequently systems have been revised for the recording of children's developmental records, a parent hand book has been put in place, visual images of print are displayed with the use of display boards and allocated key-workers are clearly displayed for parents to see. However the weaknesses in maintenance of required documentation have not been identified.

The setting has developed good relationships with parents. Their views are valued and this is sought through daily discussions, questionnaires and a comments box. Regular meetings are held to share and discuss children's progress. Practitioners effectively promote parental participation through a range of mediums, for example invitations to events, outings and the delivery of planned topics. Children with special educational needs are supported well. Practitioners work closely with

parents to ensure children's learning and development is supported well. Although links with external agencies are in their infancy stage management are aware of the importance of establishing firm links with other childcare providers to ensure children's learning and development is supported.

Practitioners work well with external agencies to ensure children with special needs are supported, for example with a speech therapist, community nurse and area special educational needs coordinator. Key-workers ensure programmes of work are carried out within the setting to support children's learning and development.

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

Practitioners demonstrate a good understanding of the Early Years Foundation Stage and child development. Subsequently, children are making good progress in all areas of learning. The children are happy, well settled and confident in their surroundings. They leave their carers with ease demonstrating good trusting relationships are built with those in the setting. Practitioners gather detailed information about what children can do enabling them to effectively build on what children already know, for example through completion of 'all about me' booklets. Practitioners carry out systematic observations and assessments which clearly identify children's next steps for learning. Observations are used very well to record children's individual needs, interests and achievements which then inform future planning. Parents are able to contribute to children's ongoing assessment records. This allows them to effectively play an active role in children's learning and development.

Practitioners arrive early at the setting to prepare children's activities and resources. They ensure resources are attractively arranged which captures children's interest on their arrival. Throughout the day practitioners are well deployed to effectively support children's learning. The children enjoy daily physical activities that help keep them in good health. They use wheeled toys and play football skillfully. Their imaginative skills are developing very well as they tip crates upside down to create an apparatus for balancing. The setting offers a rolling snack system where children receive a range fresh fruits. This helps children recognise foods that are good for them. Children's understanding of healthy eating is further extended by making fruit smoothies and fruit cocktails.

Children learn the importance of good personal hygiene through effective daily routines. They wash their hands at appropriate times which minimises the spread of cross infection. Children's well-being is further promoted because they practise regular emergency evacuation procedures which help them become familiar with the routine in the event of an emergency. Through well planned topics, including visits from a nurse, children are beginning to learn the importance of healthy life styles. Practitioners provide good opportunities for children to learn about their lives and those of others. For example, 'baby week' involving parent participation; they bring their baby to the setting demonstrating to children how to care, feed

and bath a child. Children then act out real-life situations using dolls. This encourages children to show concern and consideration for others. It also creates opportunities for children to talk to each other about similarities and differences in the lives. The children are confident talkers and more able children are beginning to write for a purpose as they attempt to write their names on their artwork. Although practitioners have worked towards providing a comfortable and cosy book area using rugs and cushions, however not all books are intact, attractive and age appropriate. The setting has implemented a 'weekend bear'. Children take turns in taking the bear home. They then share their experiences with their peers at circle time. This provides opportunities for children to develop their skills of past, present and future. Overall, children are very interested in the resources offer. They spend time playing with chosen activities allowing them to take responsibility for their learning.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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