

Tender Cubs Pre-School

Inspection report for early years provision

Unique reference number EY417981
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Inspector ISP Inspection

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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 opened in 2011. The setting is one of two provisions owned by a private individual. It operates from a hall situated within the Durnham Hall Community Centre in Forest Gate, in the London borough of Newham. All children share access to an enclosed outdoor play area. The pre-school is open each week day from 9.30 am until 12.30 pm during term time only.

The pre-school is registered on the Early Years Register. A maximum of 35 children in the early years age group may attend the pre-school at any one time; of these none may be under two years. There are currently 15 children on roll aged from two to four years.

The pre-school employs four staff to work directly with the children. All staff hold a full and relevant early years qualification to NVQ level three. The pre-school receives support from the local authority. It is currently participating in a quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The manager and staff provide appropriately for the children to ensure that their welfare is promoted in spite of some requirements being breached. All children are offered a variety of play experiences and although assessments are inconsistent, children are making sound progress in their learning and development because of the support they receive from staff. Positive relationships with parents and other providers promote continuity of care for children. Equality and diversity in practice and procedures is generally good. Overall, the manager and staff have reflected on their practices and their capacity to implement changes to improve outcomes for children is satisfactory.

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 all parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 26/05/2011
- maintain an accurate daily record of the all children's hours of attendance (Documentation). 20/05/2011

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

- keep the appropriate keys within reach of exits for easy opening in an emergency
- conduct fire drills on a regular basis, especially when there has been a change of staff and new children at the setting, to help them become familiar with the emergency evacuation procedures
- keep samples of all children's work and use this as part of the observation and assessment system in order to show how children progress over a period of time
- consistently record what children are expected to learn from planned activities and how activities are adapted to meet the developmental needs of individuals or groups of children.

The effectiveness of leadership and management of the early years provision

The staff have sound understanding of issues relating to safeguarding and child protection issues. Appropriate policies are fairly detailed and enable staff to know how to proceed if they have a concern about the welfare of a child in their care. Recruitment and vetting procedures are in place to ensure that staff working with children are suitable to do so.

At least half of the staff are qualified to administer first aid, which means that children can receive appropriate care in the event that they sustain minor injuries. However, the setting has not obtained parental consent for emergency medical treatment or advice, which means that children's health would be compromised if parents cannot be contacted should a child sustain severe injuries. This is a breach of the welfare requirements.

The premises are secure and there are systems in place to prevent unwanted visitors gaining access. Regular risk assessments enable staff to identify and address potential hazards so that children can work and play in a safe and suitable environment. Whilst fire safety equipment is maintained and written emergency procedures are on display for all to see, the keys to unlock the outdoor gate that leads to the fire assemble point is not kept with easy reach. This would compromise any emergency evacuation of the setting.

The deployment of toys and other resources is sound. For example, the setting draws on a pool of suitable staff for in the event staff absences. Also, staff are deployed appropriately in order that children are escorted to and from the toilets when they need to pass through an area used by other people working. Most documents required for the safe and effective management of the setting are in place and generally well maintained. However, the record of attendance is not well maintained as at times children's hours of attendance are incomplete.

The setting encourages equality and diversity. For example, themed activities together with sufficient resources help children to develop positive attitudes about others. The setting is increasing its range of appropriate resources to include bilingual books. There are posters with numbers written in different community languages to enable children to see and become aware of written text in languages

other than English. This enables children to value their family backgrounds and appreciate the diversity of their community.

Staff are developing sound relationships with parents. They gather most relevant information before children are placed at the setting. This means that children's individual care needs are known from the start of the placement. Parents contribute to an initial assessment of their child. Staff ensure that parents are informed of their child's wellbeing at the end of the day. At present parents are generally informed of their children's progress verbally. Some parents have recently responded to a questionnaire sent out by the setting and the overall response is positive.

The setting is beginning to develop partnership with other childcare providers delivering the Early Years Foundation Stage to support continuity of care. A self-evaluation process is in place for the manager and staff to monitor and improve their practice, and they are currently participating in a quality assurance scheme. Consequently the development in their procedures and practices is sound and they demonstrate a capacity and willingness to make continuous improvements.

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

Children are warmly greeted on their arrival. Most children are settled and leave their parents without being prompted. All children are willing to take part in the activities provided and they move independently between indoors and outdoor play facilities. Children's behaviour is generally good and they play well together. Staff support younger children in sharing and turn taking.

Observation and assessment is appropriately implemented to ensure that children's achievements are acknowledged and supported. However, whilst some samples of children's work have been collected, there are other children in the setting where there are no samples of their work to show how they have progressed over a period of time.

At the time of the inspection, the current activity plan lacked sufficient details because there was no indication as to what children are expected to learn from the activity provided. Staff have a tendency to record these details at the end of the week and not in advance of the activities. Staff can describe how they provide activities to support children learning English as an additional language and show evidence of the work they have done with the children, though this information is not seen in planning to ensure effective learning takes place.

Daily circle time and recall sessions help to build children's self esteem and confidence as they talk and share their experiences with each other. Children are becoming increasingly confident in recognising their names as each morning and children collect their name tags and place these in a box for self registration. Parents support the younger children in finding their name tags. Some older children are beginning to recognise the first letter of their name and more able

children are beginning to attempt to write the first letter of their name. Children are developing counting skills; they count the number of plastic flowers that they put in the basket. Also, number rhyme songs help the younger children to develop an awareness of counting and number patterns.

Children grow beans in flower pots; they regularly water and observe the plants. Photographic displays show that children are provided with opportunities to explore and discover living things. For example, they planted water cress seeds in compost and in wet cotton wool and compared the rate of growth. These activities all help children to develop an awareness of the natural world and the wider environment.

Activities are interesting and engaging. Children have opportunities to listen to music from a compact disc player in the listening area. They are encouraged to respond to what they feel when handling play dough with shaving foam and glitter during group activities. There are role-play areas available to the children sited both indoors and outdoors and these are in constant use. Younger children showing interests in mark making are given suitable support. They pretend to make the tea; have conversations on the telephone and with the support of staff, children act out the role of flower shop keeper and customer.

Children have regular opportunities to engage in physical activities. They are beginning to recognise the benefits of exercise as some of them willingly participate in stretching exercise with staff. Children receive a range of fresh fruits at snack time, encouraging them to develop healthy eating habits. Staff know and understand how to protect children from infection and they help children to learn the importance of good personal hygiene through simple explanation. Some children have taken part in practising the emergency evacuation, though this procedure is not familiar to new children and staff as they have not yet had opportunities to practise.

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	3

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	3
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	3

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