

Tulip London

Inspection report for early years provision

Unique reference number EY151970
Inspection date 29/06/2011
Inspector Kim Mundy

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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*.

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.

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Description of the setting

Tulip London and out of school provision is run by a registered charity and it is managed by a board of trustees. The setting opened in 2002 and operates from two rooms within St Barnabas Church in the London borough of Ealing. Tulip London is open Monday and Friday from 12.30pm to 3.45pm, and Wednesday from 12.30pm to 3.15pm, during term time and some school holidays. Children come from the local and wider community.

The after school club operates each weekday during term time from 3.45pm to 5.45pm. The Saturday club is open from 9.30am to 12.50pm and the holiday play scheme operates during some school holidays from 10.00am to 1.50pm for children aged from two to three years, and 10.00am to 4.20pm, for children aged from three years to under eight years. In addition, places are available for children over eight years.

The setting is registered to care for up to a maximum of 46 children and of these, 24 may be in the early years age range at any one time. Tulip London and out of school provision employs 22 part-time staff. Of these, six staff hold appropriate early years qualifications. All of the sessions are conducted in Japanese, and focus on the Japanese language and culture. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The provision for children's learning and development, and meeting their individual needs is inadequate. This is partly due to the fact that the children are not helped to further develop their competence in the English Language. Overall, children's health and safety is suitably promoted. The setting has some systems in place to share information with parents, but this is not extended to other professionals involved in the care and education of the children. Some of the required legal documentation is not in place. The setting's self-evaluation fails to accurately identify a number of significant issues, which impacts upon its ability to maintain continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- request written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare) 13/07/2011
- support children to develop their Communication, Language and Literacy skills in English (Organisation) 13/07/2011
- maintain a record of the risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 13/07/2011
- implement effective systems to ensure the individual needs of all children are met (Organisation) 13/07/2011
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 13/07/2011
- undertake sensitive observational assessments in order to plan to meet young children's individual needs (Organisation) 13/07/2011

To improve the early years provision the registered person should:

- include parents in their children's continuous learning and development
- improve hygiene practices at nappy changing times
- review the systems to evaluate the effectiveness of the setting so that improvements are identified to ensure that every child's individual needs are met.
- where children receive education and care in more than one setting ensure continuity and coherence by sharing relevant information with each other and parents

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are appropriate because staff have a satisfactory knowledge and understanding of child protection issues. Suitable recruitment procedures are in place to ensure all adults working with children have Criminal Records Bureau checks. Children are safe and secure on the premises because staff undertake risk assessments. However, the record of risk assessment does not include any action taken following a review or incident. Systems are in place to suitably manage children's accidents and medication administration. However, the setting has not requested parent consent for seeking any necessary emergency medical advice or treatment. This is a breach of a legal requirement. Children have ample space in which to play both indoors and outdoors, and there is suitable furniture available for them to sit comfortably during activities and snack times. Children begin to gain an understanding of diversity, however, most of their learning is directed at the Japanese culture and this limits their ability to learn about and respect the lives of the wider community.

The manager's system for self-evaluation is poor and does not identify the key weaknesses of the child care service in order to drive and make continuous improvement. In addition, the views of the children, parents and staff are not included in this process. The manager has identified some minor areas for improvement, such as the need to provide more toys and resources, including outdoor toys and puzzles in order to meet the children's individual needs.

Partnerships with parents and carers are satisfactory. Staff provide parents with daily verbal feedback about their child and a notice board is available which contains some information about the setting's policies and procedures. In discussions with parents at the inspection, they state they are pleased with the way in which their children are learning Japanese. Although the guidance for the Early Years Foundation Stage curriculum is accessible on the parents' table, the provider states this is not advertised. Furthermore, the setting has not made links with other professionals involved in the care and education of the child within the EYFS framework. This affects how well the children's continuous learning is supported and enhanced.

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

Overall, children are learning to adopt healthy lifestyles. Children are exploring healthy eating as they talk about foods that are good for them and play in the fruit and vegetable shop. Their individual dietary requirements are catered for and at snack time, they enjoy healthy snacks, such as bread and carrot sticks. They help themselves to drinks during the session when they are thirsty. Children follow suitable hygiene practices during the routine of the day as they wash their hands before eating and after playing in the garden. However, staff do not practice suitable hygiene procedures when changing children's nappies to minimise cross-infection. A suitable sick child policy is in place, children do not attend when they are ill. Children are learning to keep safe as they talk about road safety and learn how to use tools safely, such as scissors. Children are learning about the importance of fresh air and exercise as they increase their physical skills in the garden. They enjoy riding trikes, pushing and pulling toys, sliding and balancing on apparatus.

Children's positive contribution is inadequate. In the main, this is due to the fact that children's individual needs are not met in relation to their learning. They have limited choices as they self-select activities set out by staff. Children begin to gain an understanding of diversity as they play with some toys and resources, which promote their understanding of multicultural Britain. However, children do not spend time learning about their wider community. They celebrate some festivals, but the setting's emphasis is placed on teaching the children Japanese culture and language. Children are encouraged to develop suitable behaviour and they are polite and well mannered.

The staff have an emerging knowledge and understanding of the early learning goals. Planning and observational assessment is weak and children's individual learning requirements are rarely identified. Parents are not given information about how their children are progressing towards the early learning goals and therefore, they are not involved in their continuous learning and development. Staff do not sufficiently focus on supporting the children to develop their communication, language and literacy skills in English. Therefore, this impacts on children's ability to develop skills for the future.

When children arrive they find their name card written in Japanese and happily settle at the activities set out by the staff. There are a few words in the environment to promote children's understanding that print carries meaning in both English and Japanese. Children are able to practise their early-writing skills at the drawing table, but they are not encouraged to write for different purposes. They listen attentively to a story about the Japanese festival, Tanabata. Children participate in role play in the home corner as they play with dolls and dress-up in a Sari. They are using their senses as they explore dough, paint, water and sand. Children are cared for by kind and caring staff.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
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	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
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	4
The extent to which children develop skills for the future	4

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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