

Tender Care Westbury

Inspection report for early years provision

Unique reference number	EY268486
Inspection date	07/11/2011
Inspector	Gillian Cubitt

Setting address	30 Westbury Road, Croydon, Surrey, CR0 2ES
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Type of setting	Childcare - Non-Domestic
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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

Tender Care Day Nursery opened in 2001. It is privately owned and is based in a residential road in Selhurst, in the London Borough of Croydon. Children's playrooms are on the ground floor and first floor of the property. Children aged two to five years use the ground floor rooms and babies have dedicated play space on the first floor. Both play areas have their direct outside play areas.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open from 7.30 am to 6 pm, Monday to Friday for 51 weeks of the year.

The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. They support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is registered for 31 children overall. There are currently 40 children on roll who attend both on a full time and part time basis.

There are 15 members of staff who work at the nursery. Of these, all members of staff have relevant childcare qualifications. One member of staff has the Foundation Degree in Childcare. There are three members of staff working towards a higher qualification in Childcare. The setting has achieved an Investors in People Award and they are a member of The National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. A well developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning overall. Children are extremely safe and secure and enjoy learning about their community and the world around them. The outstanding partnerships with parents and other agencies are a key strength and are significant in making sure that the needs of all children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Strong and rigorous self-evaluation by the manager and staff makes sure that priorities for development are identified and acted upon, resulting in provision that is very sensitive and responsive to all user needs.

What steps need to be taken to improve provision further?

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

- improve evaluations on children to show their achievements and where they have made significant progress.

The effectiveness of leadership and management of the early years provision

Children's safety is paramount at the nursery which is evident by the comprehensive awareness of safeguarding issues among staff, volunteers and parents. All members of staff, students and volunteers are suitable to work with children, which is verified by Criminal Records Bureau checks. They receive a thorough induction, including training in child protection and this is underpinned by the excellent safeguarding policies. These are reviewed regularly together with the extremely thorough assessment of risks which are carried out by staff and managers. Risk assessments for outings are also rigorous which involve all staff, parents and children.

The methods used for self evaluation means that the nursery is continuously working towards improving to the highest level. Since the last inspection they have made significant progress. They have met previous recommendations and have completely reviewed their practice. They secure progress with on-going action plans which are the result of consultation with staff, parents and from asking children their views, likes and dislikes. Staff are motivated and competent. The owner and managers highly value staff's skills and invest in their professional development through training from both outside agencies and in-house. For example, staff have developed systems for monitoring and supporting each other which develops strong team work and helps them to build upon their strengths. All staff are trained in first aid so are able to act appropriately in an emergency. Also, most staff are able to communicate with children using Makaton sign language. The nursery has a large selection of resources which are generally deployed well. Toys in the baby rooms are of high quality and appropriate to their developing needs. Many toys reflect cultural diversity, are easily accessible and used well to support children's learning and development. Documents that support children's welfare are excellently maintained and evaluated. For example, notes of children's accidents are recorded, shared with parents and assessed to raise awareness of any trends that need to be addressed. This is then incorporated into the on-going risk assessment.

The nursery embraces equality and diversity in all aspects of the daily operation. All children benefit from the rich diversity of children and families who attend. Staff and managers also effectively celebrate children's cultural differences through their 'international days'. Children with special needs and/or disabilities are also fully integrated into the nursery environment. This is because staff work effectively with parents and other professionals to assess children's abilities, developing meaningful learning programmes to aid children's progress and integration. High priority is given to fostering and maintaining excellent relationships with parents and carers, ensuring they are kept well informed about all aspects of the service. Parents receive a detailed prospectus, regular newsletters and a wealth of useful information is displayed throughout the nursery. Parents are highly valued and they appreciate the attentiveness that staff place on their ideas and suggestions. They feel very involved, both in their children's learning and development, as well as in events that are held in the nursery. Many parents comment on the welcoming and receptiveness of the managers and staff which

makes their children's experience special and enjoyable.

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

Children and babies settle quickly and are extremely happy in this well run nursery. This gives them a sense of belonging and a strong understanding of community values. Children have an enjoyable sociable time which is balanced by effective, adult-led and self-initiated activities. Consequently, children make good progress towards their early learning goals. Children independently explore the activities. Staff are skilful in the use of questioning and conversation to challenge children's thinking to support and extend their learning. Detailed observations on what children do are clear, as are the plans for the next steps in their learning programme which are shared with parents. Tracking children's progress is also in place, although this is broadly based and there is less evidence on a child's unique achievements. Nevertheless, staff enable children to make good use of learning opportunities in a happy, free-flow, spontaneous play environment. For example, some children enjoy making papier-mache balls using balloons for the base. However, the best fun comes when staff observe children's enthusiasm for more simpler tasks. Children's excitement is obvious as they throw their golden balloons into the air. They also become excited when they discover they can stick brightly coloured streamers on to their balloons as well as making their own marks with felt tip crayons. Older children aspire to writing their names. Children's self-esteem glows as they collect the balloons to take home and show their parents. Children also enjoy creating shapes with play dough and eagerly gather around the table to participate when staff introduce the ingredients to create the dough mixture which helps children understand how it is made. Staff challenge children's thinking by asking them to make choices on colours and describe the aroma of the available essences which they then add to the mixture.

Planning is based on themes and events, both seasonal and cultural which introduces children to the world about them. They enjoy dressing up and tasting different foods when exploring different cultural events. Children have fun with musical instruments, creating sounds and learning rhythm and time using small bongo drums and xylophones. Children also learn about caring for animals by annual visits to farms. They also take it in turns to care for Hammy the hamster at the weekends.

Babies and toddlers benefit from a comfortable, bright environment where their senses are stimulated. They show curiosity as they immerse their hands in paint in their creative play. They also shake bottles containing colourful materials and explore the various musical interactive toys. Toddlers especially enjoy playing in their purpose made outdoor play area where they share seesaw rides with their friends. Older children are developing concentration especially when using the interactive programmes on the computer; it is also a medium to help them to resolve problems through matching exercises. Children enjoy story time which encourages their love of books. Children listen attentively to the 'Bear Hunt' and relish the opportunity to create their own story books.

All children play well together in a harmonious atmosphere where children's behaviour is very good. They welcome visitors and show pride in their nursery.

Children respect and value each other's differences and abilities. For example, older children welcome and show care of the younger children in the nursery. They contribute to tidying up and preparing tables for meals.

Children acquire a high sense of safety awareness whilst in the nursery. Babies and toddlers develop strong bonds with the staff which shows their security. Older children are eager to challenge their physical skills; rapidly peddling bikes whilst being aware of other using the play areas. All children regularly participate in fire evacuation. They also benefit from visits from the local police who talk to children and demonstrate to them how they keep safe when using equipment and when going outside. Children's good health is fully supported by freshly cooked nutritious meals which children look forward to and enjoy. Areas where babies play are extremely well maintained and other areas of the nursery are of good quality. Preschool children learn good hygiene habits and enjoy visits from the dentist where they learn the importance of keeping their teeth strong and healthy.

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?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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