

# Tulip London

Inspection report for early years provision

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**Unique reference number**

EY151970

**Inspection date**

30/01/2012

**Inspector**

Arda Halls

**Setting address**

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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

Tulip London 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 Pre-School is open on Monday and Friday from 12.30pm to 3.45pm, and Wednesday from 12.30pm to 3.15pm, during term time. Children come from the local and wider community. An after school club operates each weekday during term time from 3.50pm to 5.45pm. A Saturday club is open from 9.30am to 12.50pm. A holiday play scheme operates during some school holidays from 10am to 1.50pm for children aged from two to three years, and 10am to 4.20pm, for children aged from three years to under eight years. In addition, places are available for children over eight years.

Tulip London is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children under eight years may attend at any one time; of these, 26 may be in the early years age range. There are currently 17 children aged from two years to under eight years on roll. Tulip Pre-School and out of school provision employs 22 part-time staff. There are 11 staff working regularly with the pre-school, nine of whom hold appropriate early years qualifications. All of the sessions are conducted in Japanese and English. The staff focus on the Japanese language and culture.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff recognise children as unique individuals and meet most of their needs appropriately. Children make some progress in their learning and development, though chances to develop an understanding of English are more limited. The range of accessible resources is quite basic, with a small selection of items that promote diversity. Staff promote most aspects of welfare appropriately and are developing suitable partnerships with families; they maintain required records, though not always with a copy in English, to support their work. Apart from supervision at home time, safeguarding procedures are generally sufficient. Staff involve others in developing a basic process of self-evaluation and there is a sound capacity to make continuous improvement.

## What steps need to be taken to improve provision further?

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

- ensure that children do not leave the premises unsupervised (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the
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Childcare Register).

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

- increase the range of resources accessible to children and include more items to support children's awareness of diversity through play
- develop more opportunities for children to practise communication, language and literacy in the English language
- keep a record of accidents and first aid treatment that are also written in English to share with Ofsted.

## **The effectiveness of leadership and management of the early years provision**

Staff have sufficient knowledge and understanding of child protection issues. Arrangements for safeguarding children are satisfactory. Suitable recruitment procedures are in place to ensure all adults working with children have Criminal Records Bureau checks. Staff make sufficient progress implementing most risk assessments, which helps to keep children safe and secure. However, children congregate in a crowded hallway at home time where the door to the building is often open. This means children could leave the premises unsupervised. This is a breach of a specific legal requirement. Suitable systems are in place to manage children's accidents and medication administration. Although staff record accidents and first aid treatment, the record is not written in English to share with Ofsted. Staff request parental consent for seeking emergency medical advice or treatment.

There is enough space for children to play and exercise appropriately both indoors and out. There is suitable furniture available for children to engage in activities as they sit at tables or play on mats in designated areas. Staff help children to learn about taking care of their toys. They do not use paper towels for drying hands any more, in an effort to promote sustainability. Staff set out suitable activities, such as construction toys, with ample space for several children to play. However, they store many resources in another room, which limits children's choices. In addition, not many resources are available to help children learn about diversity. Staff do introduce some cultural celebrations during the year.

The manager is beginning to self-evaluate the setting and she includes the views of parents and children in discussions. Overall, the staff make sound progress to drive ambition and make continuous improvements. They implement suitable plans aimed at improving areas of weakness. As a result, outcomes for children are broadly satisfactory and improving.

Partnerships with parents and carers are secure. Parents express their satisfaction with the care their children receive. They confirm that they are happy that children learn more about Japan and to learn more about speaking the language. Staff provide parents with verbal feedback about their children's progress towards the early learning goals. Parents are involved in children's continuous learning and development. A notice board keeps parents up to date with the setting's policies

and procedures. Guidance about the Early Years Foundation Stage curriculum is available at all times on the parents' information table. The staff have made some appropriate links with other professionals involved in the care and education of the children. This helps to enhance and support children's continuous learning.

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

Children are generally learning about leading a healthy lifestyle. They play with a selection of play foods including fruits and vegetables. They discuss the fruits displayed on the posters around the room. Staff recognise children's individual dietary requirements and the children enjoy a healthy snack when they come in from outdoor play. Children follow appropriate hygiene routines, such as washing their hands before eating. Some children explain why they are washing their hands and staff reinforce their understanding. Staff follow suitable hygiene procedures when changing children's nappies to minimise cross-infection. A suitable sick child policy is in place, which means children do not attend when they are ill. Children's physical skills are developing appropriately, as they play on the outdoor equipment.

Children learn a variety of tasks to keep themselves safe, such as not running indoors and handling play equipment such as scissors appropriately. They also learn sound rules for crossing the road and how to move around the garden to keep each other safe. Children appear settled in the pre-school. They generally display confidence and self-esteem. They form positive relationships with their peers and develop sufficient skills to work independently and alongside others. Overall, children's behaviour is sound.

The staff are developing an appropriate understanding of the early learning goals. They identify individual learning requirements sufficiently through observation and assessment of children's progress. They help children make satisfactory progress in their learning and development. Children are developing appropriate communication, language and literacy skills. However, there is not a great deal of emphasis on using the English language in a range of situations and for a range of purposes. This may limit children's ability to develop fully their skills for their future.

Children enjoy exercising as they march around the hall singing to music. They enjoy following movements to the music, clapping their hands and moving their bodies. They smile, laugh and sing many songs in Japanese. Children are free to make some choices of what to do. A few children prefer to watch others exercising while they build with construction blocks. Some children choose quiet activities and select books to read. Children are beginning to gain an understanding about diversity through activities. They come together to make masks of the devil for a traditional festival. They discuss the masks, which they colour according to their preference. They listen carefully to the staff who explain about the 12th century tradition in China of throwing soya beans at the devil.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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