

Tender Cubs Pre-School

Durning Hall, Earlham Grove, Forest Gate, LONDON, E7 9AB

Inspection date	11/06/2013
Previous inspection date	18/05/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and growing in self-confidence because of the warm relationships quickly established with staff.
- Snack times are sociable occasions when children chat about their interests and learn about good table manners.
- Parents are provided with useful information about children's daily progress and what they have enjoyed at the pre-school.

It is not yet good because

- Staff do not always make the most of everyday routines and activities to extend children's understanding of mathematics.
- Children do not have access to a varied range of multicultural resources that reflect different cultures and backgrounds, to promote children's understanding of the world.
- Opportunities outdoors for children to develop in all areas of learning are not fully explored.
- Self-evaluation has yet to be used to fully monitor all areas of the provision to accurately identify all potential areas for improvement.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Clair Stockings

Full Report

Information about the setting

Tender Cubs Pre-school was registered in 2011 on the Early Years Register. It operates from a hall situated within the Durning Hall Community Centre in Forest Gate, in the London Borough of Newham. There is an enclosed area available for outdoor play. The pre-school serves the local area and is accessible to all children. The pre-school employs four members of staff, all of whom hold appropriate early years qualifications at level 3 and above.

The pre-school is open each week day. On Monday and Tuesday from 9.30am until 12.30pm and on Wednesday, Thursday and Friday from 9.30am 2.30pm, during term time only. Children attend for a variety of sessions. There are currently 23 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who are learning English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the programme for mathematics by extending children's mathematical understanding through activities, such as stories, games and imaginative play and through the daily routines.

To further improve the quality of the early years provision the provider should:

- extend the range of resources in the role play area to include more toys and objects that reflect children's family lives and communities, as well as resources that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos
- develop the pre-school environment further by extending resources outdoors for children to explore, build and role play
- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are effective.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. Children clearly enjoy learning through play, entering happily and eagerly choosing what they wish to do from the range of resources offered. They explore and play displaying emerging levels of independence and demonstrate a positive attitude towards learning. Staff have a developing understanding of the learning and development requirements. They observe the individual children's progress and record their development in their profile folders. Mostly, they use these effectively to plan and provide relevant experiences to meet the individual learning and development needs of all children. However, they do not always fully extend children's mathematical understanding through activities, such as stories and imaginative play or through the daily routines.

The key person system supports effective links with parents and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education.

Attentive staff play alongside the children offering gentle support and encouragement, enhancing their skills with individual attention. Staff promote the communication and language skills of all children, including those learning English as an additional language or who have special educational needs and/or disabilities. For example, children are confident enough during registration time to stand up in front of staff and their friends to share their news from home. They know and are able to recite enthusiastically the days of the week, supported by staff. Children eagerly join staff in singing familiar action songs and rhymes. Children enjoy sharing their favourite story books with staff and their friends, which helps to promote their early enjoyment of books; a useful attribute for when moving on to school. Staff engage actively in conversations with the children about the pictures they see, and give them time to initiate discussions from shared experiences, such as talking about the seaside. Accessible writing materials are available for all children to practise their early writing skills.

Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, hoops and balls. However, resources that support children to construct, role play and explore their environment are less well developed outdoors. As a result, children do not develop all of their skills outside. There is a suitable mix of adult-led and child-initiated play experiences, which encourages children to be active learners as they move freely between activities of their choice. Consequently, they develop skills to support the next stage in their learning and their move to school.

The contribution of the early years provision to the well-being of children

A sound key person system is in place and this helps children to feel secure and have a sense of belonging. New starters settle quickly into the nursery due to the effective settling-in systems, resulting in most children separating from their main carer with ease. A number of children are bilingual and their needs are supported because staff are able to speak many of their home languages. This promotes children's emotional well-being and sense of belonging. However resources in the role-play area do not fully reflect diversity, to help children learn about similarities and differences between themselves and others, and among different families and communities. Children's behaviour is generally well managed. Older children demonstrate they can negotiate and solve problems as they confidently inform staff if another child has upset them. They are learning to understand that their actions can hurt other children's feelings. Regular praise and encouragement offered by staff promotes children's self-esteem.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks and meals, which include fruit and vegetables, and children's individual dietary requirements are met. At snack time, children sit in sociable groups joined by attentive staff. These small groups successfully promote children's conversation skills effectively as they chatter happily with their friends. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, children achieve some independence in hygiene and managing their personal care.

Staff provide a suitably safe environment as they complete daily risk assessments to ensure both the indoor and outdoor play environments are free of hazards. Staff thread safety through daily routines to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Children learn about safety as they practise regular fire evacuations. These measures mean children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move to school.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a suitable knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. The pre-school adheres to regulatory ratios to meet the needs of all children and ensure their safety. Children are protected in the event of an accident because a number of staff have a current paediatric first aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. The manager recognises the importance of providing opportunities for staff, parents and children to contribute to the self-evaluation process. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the pre-school has started to identify some realistic future targets for further development, they have not yet been fully implemented to enhance the provision for children.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance informally through observations and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. Suitable induction procedures are in place to support new staff and students and to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children.

Effective procedures have been established to work with parents and as a result, parents speak positively of the care and learning their children receive. They describe the staff team as, 'Friendly, approachable and caring'. They keep up to date about their child's learning through daily verbal feedback and informative display boards. Effective relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY417981
Local authority	Newham
Inspection number	920395
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	23
Name of provider	Olugbenga Abraham & Morayo Abraham Partnership
Date of previous inspection	18/05/2011
Telephone number	0208 1331398

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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