

Tulip London

St. Barnabas Millennium Hall, Pitshanger Lane, LONDON, W5 1QG

Inspection date	15/07/2013
Previous inspection date	30/01/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		2
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

- The key person system is well established. As a result, children separate from their parents well and they are happy and confident while in the care of staff.
- Staff create a calm and well organised environment which fosters good behaviour in children.
- Staff help keep children safe from harm through effectively implementing the suitable day-to-day care routines and by encouraging children to take care of one another.

It is not yet good because

- Children are not provided with sufficient opportunities to learn English language skills.
- There are few resources that help foster children's interest in mathematics made freely available to children within the environment.
- The range of resources available to children in the outdoor area does not cover all areas of learning, although children spend a lot of their free time playing outside.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities both inside and outside.
- The inspector spoke to the deputy manager and staff at convenient times throughout the inspection.
- The inspector also took into account the views of parents who were spoken to on the day.
- The inspector examined documentation including a sample of children's development records, assessment documentation and staff suitability records.
- The inspector and deputy manager undertook a joint observation of an activity.

Inspector

Jackie Scotney

Full Report

Information about the setting

Tulip London is run by a registered charity and it is managed by a board of trustees. The pre-school registered 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. There are currently 96 children aged from two years to under eight years on roll, of whom 26 are in the early years age range. The pre-school welcomes children learning English as an additional language as well as those with special educational needs and/or disabilities. Tulip pre-school and out of school provision employs 16 part-time staff. Of these there are 12 staff working regularly with the pre-school. The manager holds a relevant level 3 qualification, one member of staff has Early Years Professional Status and seven staff are qualified to at least level 2. The staff focus on the Japanese language and culture. Tulip London is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- ensure that children have sufficient opportunities to learn and reach a good standard in the English language; for example, by delivering some activities in English and testing children's understanding of what a word means..

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

- improve the range of resources provided outside to further enhance children's interest and learning across all areas of learning
- improve the range of resources available each day for children to choose from that promote their awareness of mathematical concepts.

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

Overall, staff plan suitable learning experiences for children that help prepare them for their eventual move to school. They provide an appropriate balance of adult directed sessions and those where children can choose their own activities, both indoors and outdoors. The sessions are conducted in Japanese, which is the first language of the majority of children who attend. Staff support children in their communication and language development well in Japanese. However, staff do not incorporate the learning of the English language into their activities. This means that there are lost opportunities to develop children's bilingual skills and help children develop key skills in English that are required when they move to school. This is a breach of the learning and development requirements of the Early Years Foundation Stage. Nevertheless, because most children are bilingual and attend English nurseries in addition to attending the pre-school, they appear to be competent in their use of English. They speak to English speaking visitors confidently.

Staff demonstrate a sound knowledge of how children learn. They engage with children appropriately to extend their play and create a calm, purposeful environment for children to explore. Children are able to maintain concentration in both individual and group activities. They are capable of initiating their own play and participate in conversations related to their chosen activity. Staff provide children with a suitable range of activities that promote learning. They plan activities across the seven areas of learning, including practical activities that help sustain children's interest, such as cooking and planting. Systems in place to observe and assess children's learning are suitable and help key people identify areas that they wish to focus on with individual children next. Staff

consider whether children's learning is age appropriate and records show that children are making suitable progress in relation to their starting points.

Children have suitable opportunities to develop their physical skills. They join in the whole group exercise session and enjoy running and riding bicycles in the outdoor area. Through colouring and making a collage in the creative session, children demonstrate a growing ability to complete art work carefully, which they proudly show to staff. Children learn about numbers through day to day routines, such as by using the calendar to complete their self-registration cards when they arrive for the session. They also complete number puzzles well. However, there is a limited variety of mathematical resources offered as part of continuous play provision within the room. This means that children cannot always consolidate and extend their knowledge during their free play. For example, children playing with the role play food are not encouraged to weigh out ingredients to extend their knowledge of weight and measurement, as resources, such as weighing scales are not available. Similarly, children's knowledge of numerals is not fully extended, for example, with the use of number cards when they engage in activities, such as play dough so that children can associate quantities of shapes they made to written numerals.

Outdoors, staff provide an appropriate range of activities that hold children's interest and offer suitable challenge. Children enjoy painting the pavement with water and playing with equipment such as play tunnels. However, staff do not routinely include activities and resources outdoors that cover all areas of learning. There is a wider range of resources for children indoors than outdoors. Children enjoy playing in the outdoor area and spend a considerable part of their free play time outside. However, while outdoors they have no easy access to books, number activities and equipment that would help them explore the environment outside, for example bug pots or magnifying glasses. Provision of such resources would benefit all children, especially those who prefer to learn outside.

Children's key persons engage suitably with parents. Appropriate information is gathered from them about the children on entry. This helps the staff understand about children's interests, likes and dislikes at an early stage. When the children join the pre-school, suitable systems in place to observe and assess children's learning help key persons identify areas that individual children need to focus on next. Staff complete the children's progress check between the ages of two and three years, as required. These are shared with parents.

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

Children benefit from the well-established key person system. This means they know who to turn to if they require support. The positive relationships fostered between children and their key person means that children separate easily from their parents at the beginning of the session and demonstrate a growing independence in the environment. Key persons know their children well. They take time to talk to parents about any concerns, sometimes arranging home visits to help learn more about the children in their care. All staff conduct

themselves in a calm and professional manner. They have good systems in place to help children move around the calm and well organised environment. As a result children swap to different activities smoothly.

Both inside and out, resources are well kept and those available are appropriate for the ages of children who attend. This helps children sustain interest in their activities and enjoy their play. Children take on roles of responsibility well. They help in setting out chairs for circle time sessions; they tidy away carefully, showing good respect for the resources in their environment. Staff are good role models. They encourage children to behave well while at the pre-school, which they do.

Staff implement systems that help keep children safe. Since the previous inspection staff have put into place good routines that help aid a safe handover of children at the beginning and end of the sessions. Children demonstrate that they feel safe within the environment. They play within the designated areas and respond to staff instructions well. They know to ask adults if they wish to visit the toilet. Staff teach children about the importance of caring for others. For example, they explain to children how to care for their friends when they are hurt, which they are seen to do well. Children are encouraged by staff to develop independence in their personal care; they are aware of the need to put on their hats before playing outside on a hot, sunny day. Additionally, they demonstrate good independent skills while feeding themselves at lunch and snack time. Staff plan regular exercise sessions and outdoor play. Through these activities, children are encouraged to undertake exercise which they clearly enjoy. They enjoy taking part in running races outdoors and exercises to music. Staff consider children's individual dietary requirements and encourage children to make healthy choices at snack time by providing a good balance of food that includes fruit and brown bread.

The good routines embedded in the pre-school that children follow well, along with the good support given by key persons, help children prepare for the next stage in their learning. Key persons talk to parents regarding children's move to school and help families prepare children for the move. The majority of children additionally attend English nurseries during the morning. Staff communicate directly with staff from these settings when necessary, and regular dialogue with parents helps staff share information about children's progress. Children's achievements at the end of their time with the pre-school are celebrated during a graduation session where the children are awarded special 'tulip medallions' for achievement.

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

Overall, staff have a sound awareness of the requirements of the Early Years Foundation Stage. Suitable systems are in place that help keep children safe from harm. Since the previous inspection the pre-school has altered its system for recording information about first aid and accidents; reports are now written in English. Additionally, an appropriate

number of staff have a relevant first aid qualification. Staff demonstrate a sound understanding of how to safeguard children. They understand the policy and procedures that are in place regarding child protection. They are aware of what signs to look out for and who to contact should they have any concerns. Staff take internet safety into consideration; their blog and photograph albums are password protected to help keep children safe. The pre-school has suitable procedures in place for recruitment and the vetting of staff to ensure that their staff are suitable to work with children.

There are appropriate systems in place to monitor the educational programmes. Through weekly meetings, along with longer half termly meetings, staff plan and evaluate activities linked to topics and children's interests, making sure that they cover the seven areas of learning. Planning and assessment is up-to-date and monitored suitably. Children whose progress staff are concerned about are identified and their needs are suitably met.

Staff evaluate their practice during the regular meetings, along with regular parent and child questionnaires. This enables the views of all members of the pre-school community to be considered. Overall, staff demonstrate a sound knowledge of areas that they wish to develop further. An action plan facilitates the development of these highlighted areas. These help to improve the provision for the children who attend. However, systems for driving improvement are not entirely effective as the pre-school has not responded fully to a recommendation set at the previous inspection. This was to develop more opportunities for children to practise communication, language and literacy in the English language.

A suitable performance management system for staff is in place. Regular meetings provide staff with opportunities to discuss any issues related to their roles. Staff are encouraged to attend training and further their professional skills. One member of staff has recently acquired her Early Years Professional Status. Encouraging staff to further their education helps drive improvement in practice.

Staff have developed suitable partnerships with parents and external agencies when necessary. They attend training and liaise with other professionals to help them meet specific children's needs appropriately, in particular those who have special educational needs and/or disabilities. Staff keep parents informed about their child's progress through regular discussion or via the pre-school blog. A parents' notice board provides parents with necessary information. The pre-school website provides prospective as well as current parents with useful information. Parents are happy with the care and education that the pre-school provides. They report that their children are happy. They are satisfied with the information they receive about their children's experiences at Tulip London.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY151970
Local authority	Ealing
Inspection number	814385
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	92
Name of provider	Tulip London Committee
Date of previous inspection	30/01/2012
Telephone number	0208 991 0408

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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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