

Tender Cubs Pre-School Wood Lane

St Elisabeth's Church Hall, Hewett Road, Dagenham, Essex, RM8 2XT

Inspection date	16/10/2013
Previous inspection date	16/02/2011

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

- Partnerships with parents work well to support children's learning and development between home and the pre-school.
- Children learn about the importance of leading healthy lifestyles through balanced nutritious snacks and daily access to outdoor play.
- Staff use the resources that they have well to support children's investigative and imaginative play.

It is not yet good because

- Staff do not consistently implement behaviour management policy and procedures to fully encourage children to learn to manage their own behaviour.
- Staff do not consistently use secure questioning techniques and interactions with children to extend their communication and language, particularly those children learning English as an additional language.

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 the children and staff in the indoor and outdoor learning environments.
- The inspector talked to children, staff, parents and the manager.
- The inspector sampled a range of stipulated safeguarding policies and procedures, including risk assessments.
- The inspector sampled a range of children's learning journals, planning and assessment documentation.

Inspector

Sue Mann

Full Report

Information about the setting

Tender Cubs Pre-School Wood Lane registered in 2008. The pre-school is registered on the Early Years Register. It is privately owned and operates from two rooms within the grounds of St Elizabeth Church in Dagenham, in the London Borough of Barking and Dagenham. All children share access to an enclosed outdoor area.

The pre-school is open from 9.15am to 12.30pm term time only. There are currently 27 children attending who are within the early years age range. The pre-school receives funding to provide free early education for two, three and four year old children. The pre-school currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs five staff. All staff including the manager hold appropriate early years qualifications to at least level 2. In addition, two members of staff hold level 6 early years qualifications.

What the setting needs to do to improve further

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

- ensure that all staff have the necessary skills to manage children's behaviour consistently
- improve the programme for promoting children's communication and language so that staff use consistent questioning techniques and modelling of language, particularly for those children learning English as an additional language.

Inspection judgements

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

Staff show a clear understanding of the Early Years Foundation Stage and use this to provide children with a range of activities which enables them to enjoy their learning through play. Staff carry out regular observations on the children to see what they can do and use this information to plan relevant learning experiences for each child. Key person's gather new children's starting points through discussions with parents at the start of each new care arrangement. In addition, staff to carry out baseline assessments in the first few weeks of children attending. Therefore, staff are able to monitor children's progress and plan activities and experiences that are familiar to the children. Consequently, most children make consistent progress in relation to their starting points.

Effective information sharing systems ensures that parents receive daily verbal feedback. Staff make sound use of 'home learning' books to encourage parents to become involved in their children's learning at home. The staff provide parents with a short written account of what their child has done or enjoyed at nursery, and what the parents can do at home to further support this. A relevant resource, such as a pair of scissors or a play-dough rolling pin is added to the book, which means that parents who do not have a relevant ideas and resources can continue to support their children's interests and learning at home. This works well to promote the link between the pre-school and home.

Staff use the resources that they have well to support children's investigative and imaginative play. For example, staff use real vegetables in the role-play area, which enables children to pretend to prepare and 'cook' the food. Children enjoy 'cooking' the cucumber and lettuce in the toy microwave, before laying it out on plates and offering the 'meal' to staff or their friends. In addition, children are able to move and combine resources, such as play dough, which they take into the role play area, and mould into pretend food. This helps children make connections between home and pre-school. Other resources, such as a tray of plastic dinosaurs, are enhanced by staff adding various real grasses and leaves. This encourages the children to use their imaginations as they play. Staff encourage the children to develop their manipulative skills as they provide scissors and a range of different textured paper for the children to practice cutting. Children concentrate as they try to use the scissors to cut the paper, confidently asking staff to assistance when they encounter difficulties.

Overall, most staff interact with the children well. However, this is inconsistent as some staff are more confident in using questioning techniques and language to interact with the children than others. This means at times children's communication and language is not fully supported by all staff, including some children who learn English as an additional language. Staff have visual signs to help children understand the routines of the pre-school and settle in. However, not all staff consistently use these throughout the session and on occasions some children appear unsure of what to do next. Some staff are able to join in with children's games and extend their learning through the use of questions such as 'Where shall we place this brick?' which helps the children to think about how to build their structures. The manager has an action plan in place to develop the way staff interact and engage the children. Training is underway, with the help of the local early years development worker. However, this is in its early stages and therefore, staff are still learning and developing their practices to support children's communication and language development fully.

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

Overall, most children settle well into the setting as there are systems in place to support children's personal, social and emotional development. Parents are able to stay with their children for as long as it takes to enable them to become familiar with their new surroundings and their key person. Staff stagger the entry of new children in, which means that each group of new children are settled, prior to the next group of new children

starting. This helps to meet children's individual needs and supports their self-confidence as they learn to say goodbye to their parents, safe in the knowledge that they will return later.

Staff have a behaviour management policy and procedure in place. Most of the time staff praise children for their achievements, such as when they say 'Good walking' to them. Staff use a sand timer at times to help children learn to wait for their turn on the tricycle. However, not all staff consistently implement the behaviour policy. For example, sometimes when children find it hard to share resources, staff are unable to resolve the matter fairly. This sometimes results in the child who has snatched the toy continuing to play with it, while the other child goes without. Consequently, children are not consistently supported to learn about sharing and taking turns.

The staff and manager support children's health and well-being through daily access to fresh air and healthy options at snack time. Children are able to decide when to have snack, which helps them to recognise when they are hungry. Staff provide a range of fresh fruits for the children to choose from, which children transfer on to their individual plates by themselves. Overall, this works well to promote children's independence as they are able to have their snacks when they want to.

Children enjoy playing outdoors daily. Space is limited, but staff use the space well to provide a range of physical activities, such as a climbing frame and bicycles for the children to play on. In addition, staff take resources, such as books, construction resources and paints outside, which enables children to enjoy playing in the fresh air. An area which staff create indoors, enables children to play on sit and ride toys and bicycles away from the other children. This enables children to develop their physical skills and pretend to be 'going to work', as they ride around purposefully.

Staff have links with the local schools, which enables the teachers to come and visit the children in familiar surroundings. In addition, the manager and staff take groups of children to their new schools, which allows them to see what their new schools look like. This helps to support children as they move into school and the next steps in their education. The manager works closely with the local early year's development worker, which provides support for staff who need additional help to improve their practices. For example, staff are currently being supported to increase the quality of their interactions with children to extend their learning. This close working relationship also helps to support staff who have key children who have special educational needs and/or disabilities. Consequently children are able to make suitable progress in relation to their starting points and to be ready for the next stage in their learning and development.

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

The manager shows a clear understanding of her responsibilities in meeting the legal requirements of the Statutory Framework for The Early Years Foundation Stage. All actions raised at the previous inspection have been successfully addressed. Staff

demonstrate a secure understanding of what they should do if they have a concern about a child in their care. This means that children are safeguarded while in the setting. Risk assessments work well to ensure that the indoor and outdoor environments are safe for the children who attend. All required child records and documentation is in place to ensure the smooth running of the pre-school and maintain confidentiality.

Recruitment procedures for new staff are robust, which ensures that all staff undergo the necessary checks to ensure their suitability to be working with children. Staff have regular meetings, which enables them to discuss any concerns they have with children's learning and development. In addition, supervisions, which the manager carries out, enables staff to discuss any areas of their own practise or the nursery environment that they would like to improve. The manager shows a clear commitment to supporting staff to attend a range of additional training to improve their own professional development. Consequently, staff are able to develop their own professional practices and promote positive outcomes for children.

The manager understands her responsibilities for implementing the learning and development requirements, which she does mostly well. She monitors the children's learning journals and the planning, which means that she is able to monitor the support each child receives. The manager is aware of the areas for improvement, as she reflects on the settings strengths and weaknesses through self-evaluation. She has written an extensive action plan with the help of the local early year's development worker to address the areas of weakness of the nursery. For example, supporting the staff's interactions with the children. However, despite this being in the early stages, a number of areas of weakness have been addressed. For example, all recommendations made at the previous inspection have been successfully implemented, which means that children have an inviting book area to sit and enjoy stories with staff and/or their friends.

The manager and staff have positive partnerships with parents. Parents have a range of information about the pre-school, including who their child's key person is, on a board in the entrance hall. Parents are happy with the care and the learning opportunities that their children receive. Parents receive daily verbal feedback when they collect their children, which ensures that they know how their children have been during the day. Parents like the 'home learning' books as they provide information and relevant resources to help the parents support their children at home. This helps the parents who may not have relevant resources, such as children's scissors at home. Wider partnerships work well to support staff who need advice or guidance to support a child in their care. Therefore, children with special educational needs and/or disabilities are supported to be able to make consistent progress in relation to their starting points.

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	EY380293
Local authority	Barking & Dagenham
Inspection number	815780
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	27
Name of provider	Olugbenga Abraham & Morayo Abraham Partnership
Date of previous inspection	16/02/2011
Telephone number	0208 5967188

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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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