

Tender Cubs Preschool and Day Nursery, Porters Avenue

284 Porters Avenue, DAGENHAM, Essex, RM8 2EQ

Inspection date	25/11/2013
Previous inspection date	Not Applicable

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		2
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		2

The quality and standards of the early years provision

This provision is good

- Sensitive and supportive home visits from key staff help children to settle well into the nursery.
- The warm and nurturing environment provided by all staff and the highly effective key person system enables all children to establish secure and trusting relationships to promote their well being.
- Strong partnerships with parents help children to make good progress, as staff work hard to ensure there is a joint approach to children's learning between the nursery and the home environment.
- Careful self-evaluation and targeted action planning ensure that continuous improvements are made to the nursery and, as a result, all children's needs are met to a good standard.

It is not yet outstanding because

- Snack time arrangements do not provide opportunities for children to prepare their own food and do not encourage them to remain safely seated whilst eating.

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 in the baby and pre-school playrooms and the garden.
- The inspector spoke with the staff and children and the local authority advisory teacher.
- The inspector took account of parents' views by speaking with them and by reading written comments and feedback.
- The inspector looked at a sample of policies and procedures, risk assessment, children's development records, records of staff suitability and all relevant documentation.
- The inspector carried out joint observations with the manager/owner of the nursery.

Inspector

Jenny Forbes

Full report

Information about the setting

Tender Cubs Pre-School and Day Nursery registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings owned by Tender Care Partnership. It operates from a large converted house in Dagenham in the London Borough of Barking and Dagenham. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 10 members of child care staff, all of whom hold appropriate early years qualifications, including one staff member with Early Years Professional Status.

The nursery opens Monday to Friday from 7.30am until 6.30pm all year round. There are currently 36 children attending who are in the early years age group. Children attend for a variety of sessions. The nursery provides funded early education for children aged two, three and four years. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide opportunities for children to prepare their own food at snack time and organise the seating arrangements to ensure they sit still while eating thus enhancing their comfort and safety.

Inspection judgements

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

The management team and staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a secure knowledge of how children learn through play, and the quality of teaching is good. Staff have high expectations for the children in their care and are skilled at providing activities and experiences that effectively support their development. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation across all areas of learning. Children's progress is carefully monitored through efficient observation and assessment systems. Information gained from these is used by the management team and staff to plan for the next steps in children's learning. Children's learning is further enhanced through the use of home learning booklets that provide parents with practical ideas on how to encourage children's learning at home. As a result, children are motivated and enjoy their learning. Children who speak English as an additional language, or have other additional needs, are supported to participate and achieve. This means that any gaps in their learning are

rapidly closing.

Children's communication and language are well promoted as staff engage them in continuous conversation and use open-ended questioning to encourage their thinking and decision making skills. The 'Every Child a Talker' initiative is used within the nursery, which helps staff identify any early issues relating to children's emerging speech so that early support can be given. A wide variety of good quality resources support children's learning in all parts of the nursery. All areas of the nursery, including the garden, are used to promote children's development in all the areas of learning. Displays all around the nursery are evidence of how well children's learning is supported. For example, families provide photographic images of how they use the home learning booklets and accompanying resources to share in their children's learning. These images are given pride of place in the foyer for all parents and children to see, which promotes children's self-esteem.

Children's physical development is very well promoted as they have free access to the interesting and welcoming outdoor area. Children run around in the garden and strengthen their muscles on the good quality apparatus. Children's personal, social and emotional development is promoted as they play with their friends. They jump in puddles as their friends watch them and say 'you like puddles too much'. Staff help children to understand that they are part of a team as they build sand castles together. Staff count the children working in the sand and demonstrate simple mathematics when one child leaves and they ask how many are left. Staff are skilled in extending children's learning through books and stories. Stories come to life as children role play the scene pretending to be elephants with long trunks or giraffes with long necks.

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

Children and babies form close attachments to their key persons and with each other. Babies are excited when their friends arrive and rush to them to hug them. Staff are sensitive and attentive to their individual needs. Babies feel safe and content as they cuddle up with staff for a story. They sleep according to their needs in cosy, quiet spaces and their personal needs are managed discreetly and hygienically. Home visits help children who are new to the nursery become familiar with staff, and strong partnerships formed with parents help children to feel secure. Staff develop a good understanding of children's individual likes, needs and care routines through spending time with parents during settling in visits. Parents can stay for as long as they need to and children and babies can choose which room they want to spend time in. Older children learn to be independent as they manage their own care needs. They learn to wash their hands before eating, after using the toilet or engaging in messy play.

Children have frequent opportunities to exercise in the fresh air and staff ensure they are appropriately dressed in cold or wet weather. The nursery environment is welcoming and attractive to children. The rooms are cheery and bright and well decorated with children's own work and posters. Photographs of children's 'special people' are displayed in the rooms to help children to feel secure. The good quality resources are stored at child height

and are accessible for all children to choose for themselves. Children's behaviour is good in the nursery as they are constantly engaged in interesting learning activities. Staff use frequent praise and encouragement to raise children's self-esteem and promote positive behaviour. Any negative behaviour is managed calmly and patiently by caring and understanding staff. Children are emotionally well prepared for moving between rooms and to school. Staff work closely with parents and with school staff to ensure children are ready for the next stage in their learning.

Children learn about good foods for their health. They listen to stories where they can identify a large variety of fruits and they explore the properties and qualities of a coconut as they pass it round in a circle, feeling it, describing it and listening to the sound made when they shake it. Babies and children are all safely seated during main meals where they are served freshly cooked, well-balanced and nutritious meals and they enjoy the independence of learning to feed themselves. However, during snack times there are not always enough places for children to sit to eat safely and some children continue playing while eating their fruit. Although children are supported to pour their own drinks, promoting their independence, they are not always given the opportunity to prepare their own food. Children with medical or dietary needs are well protected as staff have good systems in place to ensure they receive food suitable for their needs. The safety of children is very important to the nursery staff who ensure that all children are constantly supervised, whether eating, sleeping or playing. No child is ever left unattended. All visitors to the nursery must sign in and out and doors to the rooms can only be opened by inserting a code. Fire drills are practised regularly so that all staff and children know what to do should an emergency occur.

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

The management team have a clear understanding of the leadership and management requirements of the Statutory Framework for the Early Years Foundation Stage. All the necessary documentation for the safe and efficient management of the nursery is up to date and well organised. Staff ratios and qualifications are well maintained and the nursery has access to qualified staff for times when core staff are absent. Robust risk assessments are carried out to minimise hazards and the premises are secure. As a result, children can play and learn in safety. Children are effectively protected because staff have a secure understanding of safeguarding procedures and know what to do if they are worried about a child. Safeguarding information is displayed in all parts of the nursery for staff and parents to see. The clear safeguarding policy includes procedures to restrict the use of mobile phones. Recruitment, induction and probationary procedures are robust and background checks are completed for all staff. This promotes children's safety and well-being as staff who care for children have been suitably vetted. Staff are encouraged to undertake regular training including safeguarding and first aid. The local authority advisory teacher delivers training to staff on site in the nursery and offers regular support.

Staff management is of a high standard as all staff receive regular individual support and supervision. The management team observe staff performance and support staff to

maintain consistency across the nursery. The management team regularly monitors the quality of teaching and the educational programmes to ensure children's needs are effectively met. Staff track children's progress in all areas and share information with parents on a daily basis providing all children with continuity in their care and learning. This ensures that any gaps in children's learning are quickly identified and supported. Any concerns regarding children's development are discussed with their parents and the Common Assessment Framework is used to secure appropriate interventions. Parents are well supported by staff and are invited to contribute to the life of the nursery. For example, parents come into the nursery to talk to children about their special areas of expertise. Photographic displays show children looking enthralled as they listen to a parent tell the story of Diwali, helping children to learn more about the world and the cultures of their friends.

Partnerships with parents and other professionals are strong and support all children to achieve to the best of their potential. Parents and other family members speak highly of the nursery and are eager to praise staff for the kindness and care shown to their children. Staff forge good links with the local schools and staff and parents work together to ensure new settings have full details of children's skills and abilities. They work in partnership with other settings that children attend to maintain continuity of learning. Systems for evaluating the nursery are robust. The management team take into account the views of parents, children, staff and other professionals when implementing improvements. The management team and staff discuss improvement plans at monthly team meetings where action plans are reviewed. The management and staff team demonstrate a strong drive for improvement and are continually making adaptations and changes to the premises, resources and systems to ensure they are meeting the needs of the children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464900
Local authority	Barking & Dagenham
Inspection number	924123
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	36
Name of provider	Olugbenga Abraham & Morayo Abraham Partnership
Date of previous inspection	not applicable
Telephone number	02082237427

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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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