

# Tubbies Day Nursery

35 Strood Avenue, ROMFORD, RM7 0UX

<b>Inspection date</b>	08/07/2014
Previous inspection date	29/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff have a good understanding of children's individual needs and the effective key person, and buddy system, helps children to feel comfortable and secure, successfully promoting their emotional well-being.
- Children are motivated and eager to learn. They show good levels of curiosity and imagination and are confident and self-assured.
- Staff fully understand and effectively meet the safeguarding and welfare requirements.
- Partnership with parents is strong. This means that children receive the support they need and contributes to making sure their individual needs are met well.

### It is not yet outstanding because

- On occasion, some staff do not use effective questioning techniques to consistently encourage children to develop their critical and creative thinking skills.
- Most children choose to have a healthy balanced and nutritional meal freshly made by the nursery chef. However, some parents choose to provide their children's packed lunches and staff do not always reinforce with parents the need for the contents to be healthy and well-balanced.

## 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 all areas of the nursery.
- The inspector interviewed the manager/owner and spoke with staff, and children.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled policies and procedures, staff suitability records, children's development records, and other relevant documentation.

## Inspector

Kathryn Falzon-Perera

## Full report

### Information about the setting

Tubbies Day Nursery registered in 2006. The nursery operates from a converted building located in a residential area of Rush Green in Romford, Essex. All children share access to a secure, enclosed, outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens five days a week all year round, except for public holidays. Children attend for a variety of sessions from 8am until 6pm. There are currently 33 children on roll, all of whom are in the early years age group. The nursery receives funding to provide free early education for children aged two, three and four. The setting supports children who have English as an additional language and children with special educational needs and/or disabilities. The nursery employs nine staff who work directly with children. The manager, who is also the owner, has Early Years Professional Status and six hold a relevant early years childcare qualification. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- improve the consistency of staff questioning techniques to provide further challenge to children and enhance their thinking and problem solving skills.
- improve the partnership with parents further by developing their understanding of how they can enhance their children's awareness of healthy lifestyles, and healthy eating.

### Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and how children learn through play. The quality of teaching, overall, is good across the nursery. Staff offer choice to children and follow children's lead to extend their learning. They have high expectations for the children in their care and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation. For example, in the garden children play happily in the 'mud kitchen' set up by staff. Staff provide pots, pans, a play hob and play microwave. Children learn to focus and develop their concentration and coordination skills as they use these tools and resources to play together and pour the mud into the pots. They then extend their play by placing their mud onto the play hob or in the play microwave to cook. Staff ask children useful questions during this activity that extend their thinking as they play. Children say they are making

'fish and chips' and tell one another to 'be careful as it's hot'. However, during some adult-led activities, some staff, are not as effective with their questioning skills and do not always encourage children to explore their creativity or develop their critical thinking skills. For example, at times staff provide children with answers before they can answer for themselves and do not fully encourage children to explore their ideas and provide themselves with the solutions to problems. Staff use books to develop children's communication, language and early literacy skills. For example, staff use props related to the story they are reading to help focus children's attention, and encourage them to become more involved in the learning, as they talk about the props they handle. Therefore, children are progressing well in their communication, language and literacy development.

Staff closely monitor babies and children's progress through the use of effective observations and assessments. They use this information to accurately identify the next steps in children's learning. This knowledge, together with staff's understanding of children's interests, likes and dislikes, ensures accurate planning for individual children's development. Key person discussions with parents on entry to the nursery mean that children's starting points are accurately identified. Key persons share the progress check for two-year-old children with parents to support planning for their continued development. The physical development of younger children is supported as they climb large frames, go down slides and ride bicycles. Staff support young children to count the steps as they climb the ladder for the slide, and staff use this to teach children to learn basic skills in mathematics, such as, counting. Older children balance across stepping stones and staff play simple counting, and chasing games with them in the garden. Children dig and look for mini-beasts in the garden and this increases their understanding of the world. The garden provides a good learning environment for children to extend their learning and development. There are comfortable areas for children to read books and explore writing materials, and resources to promote learning in literacy and numeracy. This helps children to make choices about where they would like to play and enables those that learn best outdoors to do so.

Children who are learning to speak English as an additional language are well supported by staff who model good spoken English to them. In addition, all staff across the nursery use hand sign language and picture cards to help children learn to communicate through using Makaton, as well as, through verbal communications. Parents are invited by staff to teach them words and phrases in children's home languages and examples of their home languages are displayed around the nursery. This further helps all children's language and communication development. Staff highly value examples of 'the child's voice' in the nursery. Children's creative works are displayed alongside their comments on what their work shows. This helps children to realise that their work is valued and motivates them to learn. Staff support children to become ready for school. They encourage parents to continue children's learning at home and, additionally, arrange visits to the local primary school. Therefore, children develop the skills they need for their future learning and their move onto school.

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

The key-person system is effective in ensuring that children feel content and build strong relationships with staff and each other. Children are confident and happy in the nursery. They make friends easily and behave well. There is a behaviour management policy that identifies no corporal punishment, and staff effectively implement this. Staff are good role models and they lead by example, modelling politeness and kindness. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour.

Staff provide a welcoming, safe and stimulating environment where children are free to explore and use their imagination. Children participate in festivals and learn about other cultures and languages. Play resources are of good quality and easily accessible to all children. Babies and children lead their own play and freely choose from the interesting, age-appropriate activities set out. Children have plenty of opportunity to exercise in the fresh air as they play and learn in the garden. Staff teach children independence skills and encourage them to learn to put on their own coats and shoes. Children manage their own personal care needs according to their age and stage of development. They learn the importance of washing their hands after messy play, after using the toilet and before eating. In the main, staff promote healthy eating by the provision of fruit at snack time and a hot nutritious meal for lunch. However, some parents choose to provide their children with a packed lunch from home and the contents of this are not always healthy or balanced to promote children's awareness of a healthy lifestyle further. Staff help children to learn good table manners as they are asked to wait for their friends to be served before they begin to eat. This provides them with skills for their future learning.

Children's safety is very important to the management and staff. All visitors are required to sign in and out, and their attendance is monitored. External doors are kept locked and only opened by staff. The premises and rooms are monitored using close circuit television cameras, to maintain children's safety and welfare. Children are very well supervised in the garden and staff interact with them at all times. Staff teach children how to keep themselves safe. They show children how to use equipment correctly and remind them to look out for their friends as they race around the garden in cars, and on tricycles. Staff carry out regular fire drill practises to ensure that all children and adults know what to do should an emergency occur. Staff work hard to build children's confidence and support them to learn the skills they will need for the future. Consequently, children are emotionally well prepared for the next stage in their learning.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are appropriately qualified and are skilled in promoting good outcomes for children. All the necessary documentation for the safe and efficient management of the nursery is implemented. Staff carry out robust risk assessments of the premises and equipment to minimise hazards and make sure the children's environment is safe and secure. For example, during warm weather staff use fans, open windows and

ensure that children have lots of water to drink. To cool babies down staff strip them to nappies if needed. Staff closely supervise babies when the windows are open, even though these are above most babies' height, they ensure they do not place any items near these that babies might climb up on.

There is a clear safeguarding policy, including a policy on the use of mobile telephones and cameras, to ensure staff protect children and safeguard their welfare. There is a clear whistle-blowing policy to ensure staff feel confident to address any concerns should they arise. Staff and management know how to effectively protect children because they undertake regular training. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being. There are rigorous recruitment and induction procedures implemented and all staff have undergone the necessary background vetting checks to ensure they are suitable to work with children. The manager and deputy both hold relevant childcare qualifications and each area has a qualified room leader who ensures that correct ratios of adults to children are always maintained. Staff keep up to date with their first-aid training, so they can deal effectively with minor injuries if necessary. Staff appropriately log all accidents, illnesses and incidents, and get these signed by parents.

Staff track children's developmental progress to ensure that any identified gaps in children's learning are quickly closed. Staff discuss any concerns regarding children's development with their parents and then suitable measures for intervention are put in place, through close links with other professional agencies. Partnerships with parents are strong and they are invited to give regular feedback on the activities provided. Staff meet with parents frequently to discuss children's progress and parents support the nursery to organise events and outings. Parents speak very highly of the nursery and recommend it to others. They say the nursery staff are kind, caring, and understanding of their children's needs. Parents know they are welcome in the nursery to speak to the key persons if they have any concerns or want to talk about their children's development.

Staff are well-supported by the management team, who closely monitor their practice and the effectiveness of the educational programmes. The key person closely analyses children's progress to ensure all children achieve their full potential. Staff's professional development is encouraged. Staff undertake frequent training in order to continue to develop their knowledge and skills. Staff meetings are held to discuss planning, training and evaluation. The effective use of continuous self-evaluation processes helps to identify the strengths and weaknesses of the nursery, and identifies clear targets for improvement. The manager welcomes all feedback and quickly responds to suggestions for improvement. Staff form strong links with local schools and organise visits by teachers to the provision. Therefore, children are well-prepared for the next stage in their learning and their move on to school.

### **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

<b>Unique reference number</b>	EY330375
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	980699
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Hariat Adetumi Moronfolo Orimoloye
<b>Date of previous inspection</b>	29/10/2009
<b>Telephone number</b>	01708 723727

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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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