

# Tendercubs Preschool and Day Nursery

284 Porters Avenue, Dagenham, Essex, RM8 2EQ



## Inspection date

5 January 2017

Previous inspection date

25 November 2013

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Staff form caring relationships with children. They provide effective emotional support during children's move between rooms to help prepare them for their future learning.
- Children benefit from staff's effective partnerships with parents. They update each other about what children know and can do, and staff offer ideas to parents to support children's learning at home.
- Staff provide good opportunities to help children learn about diversity. For instance, children play with resources that reflect and value their cultures and experiences and they learn to respect similarities and differences.
- Children make good progress from their starting points. Staff use a range of ways to support children to develop their independence. For instance, children learn to serve themselves at mealtimes and they develop their growing self-esteem.
- Self-evaluation is effective. The manager keenly gathers the views of others, including the parents, to help her reflect on her service. She accurately recognises the setting's strengths and areas to develop to improve teaching practice and outcomes for children.

### It is not yet outstanding because:

- At times, staff do not help children to understand the consequences of their behaviour or actions.
- On occasions, staff do not use opportunities to build on older children's mark making to help enhance their writing skills further.

## What the setting needs to do to improve further

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

- help children to become more aware of how their behaviour and actions can affect others and the environment
- enhance the good provision for literacy to help extend children's early writing skills even further.

### Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation, such as the setting's policies and procedures, and children's assessment folders.

### Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to ensure their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager monitors staff performance effectively, such as through regular supervision, and evaluates their practice well. She offers good opportunities for staff to develop their skills. For instance, staff attend training sessions, such as to help them learn how to use music to enhance children's experiences. This helps ensure that teaching remains at a good level. The manager deploys staff effectively and ensures that ratios are correctly maintained to provide children with good quality learning opportunities.

### Quality of teaching, learning and assessment is good

Children confidently play in a welcoming, stimulating environment. Staff support and extend children's thinking skills effectively. For example, they encourage children to talk about their drawings and share their ideas. Children enjoy creative activities, including making things out of boxes and painting them. They learn how to hold and use their paintbrushes with control. Staff know their key children well. They make regular observations of what children can do and plan exciting activities to support their learning. They follow children's interests well to help support their involvement in activities. Children focus well and are motivated, such as while eagerly using their imagination to make a 'train station' using building bricks.

### Personal development, behaviour and welfare are good

Children are happy, secure and generally behave well. Staff support children's understanding of healthy lifestyles effectively. Children eat nutritious foods, are active and enjoy using equipment. For example, they use the climbing frame and trikes to help develop their physical skills and well-being. The setting has improved the organisation of mealtimes for children, since the last inspection. For example, children sit at tables when eating to help them learn about good eating routines. Furthermore, staff remind children to sit when they eat to help them learn about how to eat safely. Children develop an understanding of good hygiene practices. For instance, they learn to wash their hands independently, such as after using resources like paint and chalk.

### Outcomes for children are good

All children, including those who have special educational needs, develop skills that support their next stage of learning. Children learn to speak confidently and listen attentively. Younger children develop good physical skills. For example, toddlers develop their hand muscle control as they scoop sand using digging tools. Older children learn to recognise numbers, count confidently and develop good early mathematical skills.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY464900  |
| <b>Local authority</b>                           | Barking & Dagenham  |
| <b>Inspection number</b>                         | 1063563   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 1 - 4   |
| <b>Total number of places</b>                    | 48  |
| <b>Number of children on roll</b>                | 56  |
| <b>Name of registered person</b>                 | Olugbenga Abraham & Morayo Abraham Partnership                                    |
| <b>Registered person unique reference number</b> | RP528434  |
| <b>Date of previous inspection</b>               | 25 November 2013  |
| <b>Telephone number</b>                          | 07976000702   |

Tendercubs Preschool and Day Nursery registered in 2013. It is located in Dagenham, in the London Borough of Barking and Dagenham. The nursery opens Monday to Friday from 7.30am until 6.30pm all year round. It also offers a breakfast club from 7.30am until 9am and an after-school club from 3pm until 6pm. The nursery employs 15 members of staff, 13 of whom hold appropriate early years qualifications, including one staff member with qualified teacher status. The provision provides funded early years education for children aged two, three and four years.

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