

<b>Inspection date</b>	4 May 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not consistently obtain parents' written permission to administer children's medication. However, this breach does not have a significant impact on children's overall welfare as staff discuss the details with parents and record when medication has been given. This is also a breach of the Childcare Register requirements.
- Staff assessments and tracking of children's development are not precise enough to identify their next steps in learning and plan for their progression. This does not help all children make the good progress they should.
- Staff miss some opportunities to ensure quieter children fully benefit from the group activities planned to help their learning.
- The system for self-evaluation is not fully effective in identifying and addressing weaker areas of practice to improve outcomes for children.

### It has the following strengths

- Staff are kind and caring. They value and respect all children. Clear expectations and boundaries help to ensure children's good behaviour.
- Children are encouraged to lead healthy lifestyles, for example, through the provision of healthy snacks and drinks, and opportunities to play and exercise in the fresh air.
- Staff share a range of information with parents to keep them informed about their children's learning and time at the pre-school.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that parents' written permission is obtained prior to staff administering medication to their child</li> </ul>	01/06/2017
<ul style="list-style-type: none"> <li>■ improve staff's knowledge of observation, assessment and monitoring processes, so they can use this information effectively to address each child's next steps in learning.</li> </ul>	01/06/2017

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

- focus more closely on encouraging children to actively participate in group activities
- review the self-evaluation processes to accurately assess and address weaknesses in staff practice, to improve outcomes for children.

### Inspection activities

- The inspector spent the majority of time observing children in the playroom, gym and garden.
- The inspector sampled documentation, including children's records and staff suitability checks.
- The inspector held discussions with the secretary/nursery officer, deputy and staff.
- The inspector talked to a sample of parents to obtain their views on the pre-school.
- The inspector had a discussion with the deputy about an activity completed.

### Inspector

Jenny Devine

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff have completed safeguarding training and they are aware of the procedures to follow if a child may be at risk of harm. Appropriate vetting procedures are in place to ensure staff are suitable to work with children. Staff follow an induction process to ensure they are aware of their roles and responsibilities. Staff receive supervision and complete some further training to help with their development. The management team have recently introduced a new system for assessment to improve the whole team's knowledge of this area. However, as this is in its infancy, it has not had an impact on staff skills to raise the quality of teaching.

### **Quality of teaching, learning and assessment requires improvement**

Staff set up the play room with a range of activities to encourage children to play and learn. Children gain skills in becoming independent; for example, they make free choices about their play, enjoy imaginative play in the home corner and take part in painting activities. Staff relate well to children overall; for example, they ask questions, to encourage talking. However, the quality of teaching is not consistently good, for example, staff miss opportunities to ensure quieter children fully benefit during group times. In addition, although staff know their children overall well, they do not use observation and assessments accurately to track progress and identify the key areas of what each child needs to learn next. This leads to teaching and planning that is not always fully effective.

### **Personal development, behaviour and welfare require improvement**

The key-person system is effective and this enables parents, children and staff to form close bonds. Parents comment that they are happy with the care their children receive. In addition, they are comfortable in knowing their children are learning Japanese and developing a cultural awareness of Japan. All children enjoy daily opportunities to develop their physical skills. For example, children roll, crawl and jump during a music and movement activity, developing their balance and body movements and learn to keep themselves fit. Although there is a weakness in leadership and management relating to medication documentation, this does not have a negative impact on children's welfare.

### **Outcomes for children require improvement**

Children are generally motivated to learn and develop some skills in preparation for starting school. For example, they concentrate well during some activities, learn to share and take turns, and develop some independence skills. However, weaknesses in the assessment processes mean that children are not supported effectively enough to make the good progress of which they are capable.

## Setting details

<b>Unique reference number</b>	EY483827
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1003945
<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>	3 - 5
<b>Total number of places</b>	14
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Tulip London Committee
<b>Registered person unique reference number</b>	RP527513
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07900 498 925

Tulip London registered in 2015 and operates from a classroom in Harvington Preparatory School in the London Borough of Ealing. The pre-school is open from 8.15am until 3.30pm Monday to Friday, during school term times. The pre-school employs nine staff, of whom six staff hold appropriate early years qualifications. The pre-school receives nursery education funding for three- and four-year-old children.

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.

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Piccadilly Gate  
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