

Inspection date	11 December 2018
Previous inspection date	4 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Children who speak English as an additional language are supported well by staff, including the bilingual staff, to help support children's learning.
- Children are happy. They select toys and equipment that interest them and involve others in their play and investigations. They understand and follow the clear and simple rules set by staff and all behave very well.
- Partnerships with parents are good. They are fully included in children's ongoing learning. Staff regularly exchange information with parents to ensure consistency in children's experiences between home and pre-school.
- Managers evaluate the quality of care and education effectively. They value comments and ideas from parents and carers, staff and other professionals, helping them to continually improve the pre-school.
- Staff do not always recognise opportunities to introduce and reinforce mathematical concepts and vocabulary in children's play and activities.
- The managers have worked effectively to address areas for development. Staff complete regular observations and assessments, and use these effectively to monitor children's overall progress and precisely identify their next steps in learning. However, managers do not use the information from assessments as effectively as possible to check the progress of different groups of children to identify any gaps in teaching as early as possible. Children make good progress in their learning from their starting points.

What the setting needs to do to improve further

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

- make the most of opportunities to introduce and reinforce children's understanding of mathematical concepts and language in play and daily activities
- use information from assessments more effectively and monitor the learning and progress being made by different groups of children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the nominated person and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Laxmi Patel

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of child protection and the importance of referring should they have concerns about the behaviour of a colleague and protecting children, such as from extremist views. The premises are organised effectively and kept secure. Children are well supervised indoors and outdoors, promoting their safety. Staff work well together creating a pleasant environment for children to be and feel safe. The manager supports staff practice effectively. She monitors the ongoing suitability of staff and carries out supervisory meetings to help staff reflect on their strengths and identify training needs. The manager ensures that a variety of training opportunities are provided to all staff. The manager monitors individual children's progress to identify gaps in their learning and puts plans in place to close these.

Quality of teaching, learning and assessment is good

Staff are attentive and guide and support children well. They use effective questioning techniques to help children communicate their thoughts and ideas. Children enjoy craft activities and work creatively. For example, children enjoy decorating acorns and make cards for Christmas. They enjoy using various resources, such as glitter, cotton wool and shiny coloured paper. Staff are supportive and provide sensitive guidance to help children to overcome challenges and to persevere. Staff make good use of visual aids and books to develop the children's interest in stories and singing. Staff promote the children's understanding of their own and other families and children learn to respect these cultural differences. Children enjoy spending time in the role-play areas. For example, they have fun trying on various dressing-up clothes and exploring a range of musical instruments.

Personal development, behaviour and welfare are good

Children develop secure attachments with staff, helping them settle into the pre-school. Staff gather a good range of information from parents when children first start to help support children's emotional well-being and their ongoing care needs. Children benefit from plenty of time outdoors in the fresh air and develop their large-muscle skills well. They dig in the sand and kick balls confidently. Children enjoy nutritious meals from home to support healthy eating habits effectively. During group times, staff encourage children to listen and to respect others, helping to support their social skills.

Outcomes for children are good

All children are motivated in their play and are eager to explore and investigate. Children enjoy and participate during stories to support their early reading skills. Children develop their language skills. For example, they sing familiar nursery songs in Japanese. They are prepared for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	EY483827
Local authority	Ealing
Inspection number	10084710
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 4
Total number of places	14
Number of children on roll	25
Name of registered person	Tulip London Committee
Registered person unique reference number	RP527513
Date of previous inspection	4 May 2017
Telephone number	07900 498 925

Tulip London registered in 2015. The pre-school employs eight members of childcare staff. Of these, five staff hold appropriate early years qualifications from level 2 to level 4. The pre-school opens during term time from 9.30am until 3.30pm, Monday to Friday.

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