

# Tubbies Day Nursery

35 Strood Avenue, ROMFORD RM7 0UX



<b>Inspection date</b>	14 December 2018
Previous inspection date	14 February 2018

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

- Leaders have worked hard since the last inspection to improve outcomes for children. Focused self-evaluation leads to clear identification of future development of the nursery, to continually enhance outcomes for children.
- Leaders provide regular professional development for staff. For example, all staff have had training on interactions to support children's learning. This has had a good impact on the progress children make.
- Partnerships with parents are strong. Staff ensure they meet children's individual needs. For example, they share details of children's learning at home and give ideas to parents on how to promote children's learning further.
- Children's behaviour is good. Staff give clear messages to children about behaviour expectations and are good role models to them. This helps to promote children's emotional well-being.
- Children enjoy the learning opportunities that staff provide. Staff know which activities will motivate and challenge children well. For example, children eagerly take part in writing a letter after hearing a story about a postman.
- Occasionally, the language used by some staff is too advanced for children who speak English as an additional language.
- Staff do not consistently encourage children to manage everyday tasks for themselves to promote their independence as fully as possible.

## What the setting needs to do to improve further

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

- identify more ways to enhance some staff's communication skills so they consistently support children who speak English as an additional language to promote their language development even further
- build on opportunities for children to be more independent and to complete tasks to support their future learning even better.

### Inspection activities

- The inspector spoke to children, observed the children's play activities indoors and outdoors, and read relevant documentation.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to a number of parents and took account of their views.
- The inspector held a meeting with the manager and the deputy manager to discuss their leadership and management, including self-evaluation methods.
- The inspector spoke with the staff and observed their interactions with the children.

**Inspector**  
Rubina Nijabat

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff have a good understanding of their role in protecting children from harm. They are fully aware of the local child protection referral procedures. The manager ensures effective policies and procedures are in place to promote children's well-being and safety. Leaders are ambitious and, since the last inspection, they have worked hard to ensure staff deliver consistently good teaching. The manager has introduced robust ways for staff to reflect on their teaching and identify ways to improve. For example, staff observe each other's teaching, and discuss good practice and ways forward. The manager implements good recruitment procedures and provides regular supervision that supports staff to understand their role. Leaders and staff have worked well with other providers, parents and professionals to ensure they gather information and advice, so they can support children to make the strong progress.

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

Staff plan a range of interesting activities and present resources in a way that ignites children's imagination and sense of exploration. For example, children enjoy making play dough and mix a variety of ingredients, such as lemon and orange peel, using their senses to explore how the mixture smells and feels. Staff enthusiastically join in with children's role play and re-enact familiar experiences. For instance, they pretend to cook a meal with real vegetables, such as sweet potatoes, carrots and butternut squash. Leaders and staff have effective assessment procedures in place to monitor how well individual and different groups of children progress in their learning. They swiftly identify any areas where children are not achieving as expected and work collaboratively to close gaps.

### Personal development, behaviour and welfare are good

Staff are positive role models and support children to learn to be caring and polite to each other. Children are keen to follow instructions and nursery rules, and know what is expected of them. Children's behaviour is good. Staff support children's knowledge about healthy eating well. For instance, during role play and snack time, staff teach children about the benefits of eating fresh fruit, vegetables and nutritious foods. Staff also help to promote children's good health in other ways. For example, all children play with physical resources, such as sand, a hopscotch grid and a climbing frame in the outdoor area, helping to develop their coordination.

### Outcomes for children are good

Children make good progress from their individual starting points. They are very motivated and engage in a wide range of activities. Children have fun as they develop good mathematical skills, for example, counting as they play hide-and-seek in the garden, and taking part in number and action songs. They develop good physical and balance skills as they walk across a pre-planned obstacle course made of logs, crates, tyres and planks. Children learn the essential skills for future learning in readiness for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY330375
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10080380
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Orimoloye, Hariat Orimoloye Moronfolo
<b>Registered person unique reference number</b>	RP514357
<b>Date of previous inspection</b>	14 February 2018
<b>Telephone number</b>	01708 723727

Tubbies Day Nursery registered in 2006. A team of nine staff, including the manager, who is the owner, works with the children. Of these, one has early years professional status, four staff hold early years qualifications at level 3 and two hold a qualification at level 2. The nursery opens from Monday to Friday all year round, except for public holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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