

# Tendercubs Preschool And Day Nursery, Woodward Road

25 & 31 Woodward Road, Dagenham RM9 4SJ



<b>Inspection date</b>	26 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 are highly independent and curious learners. They have many opportunities to lead their own play and explore their ideas in the well-resourced and stimulating environment. They develop high levels of confidence and self-esteem.
- The dedicated manager leads her team well. This has created a stimulating environment where children learn and develop. She constantly reflects on the provision, and actively acts on advice and feedback from the parents and staff.
- Children with special educational needs and/or disabilities (SEND) are extremely well supported. Staff understand their needs and ensure they are met effectively. Staff support parents to access professional support when appropriate and invite professionals into the setting to share children's learning and development.
- Strong partnerships with parents help to ensure they play an active role in their child's learning. There are good systems to enable effective two-way communication between staff and parents. This enables children's learning to be fully supported at home and the nursery.
- Consistent and thorough observations and assessments of children help staff quickly identify those who may require additional support, and effective plans are implemented immediately.
- Staff provide a wide range of activities for the children. However, at times, staff do not organise all activities effectively to make sure that all children are engaged and their learning supported.
- All children make good progress considering their starting points. However, at times staff miss opportunities to extend and challenge older children's learning and development to support their good progress further.

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

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

- review the organisation of organised activities to ensure children are continuously engaged
- make greater use of opportunities to consistently challenge and extend older children's learning and development.

### **Inspection activities**

- The inspector undertook a tour of the setting.
- The inspector observed the quality of teaching during activities and assessed their impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector viewed documentation during the inspection, which included safeguarding policies, staff suitability checks, children's tracking documents and the setting's main policies and procedures.
- The inspector spoke with parents and took their views into account.

#### **Inspector**

Laura Rathbone

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The staff are well trained and knowledgeable with regard to their roles and responsibilities in keeping children safe. Staff know the signs and symptoms of possible abuse, and have a clear understanding about how to report a possible concern. The manager ensures all staff have regular safeguarding training, and that their knowledge and understanding is always up to date. The manager uses robust safer recruitment procedures and reviews these processes to check staff's ongoing suitability. Staff are given many opportunities to expand their professional development. For example, recent training in supporting children with SEND has led to staff feeling more confident, so that they now use transitional objects as a way of supporting children's individual needs. The manager makes excellent use of additional funding. For example, the recently-developed sensory room has led to children being provided with more opportunities to explore and discover in their own ways. Parents speak highly of the setting and comment on the progress their children have made, especially in their language and communication development.

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

Qualified and enthusiastic staff teach children well. They support children of different abilities to develop their communication and language skills through a range of different activities. For instance, staff in the baby rooms make excellent use of songs and rhymes to capture the children's interest, and babies excitedly babble and attempt to copy words that staff use. Staff support children who have English as an additional language in a range of ways. For example, they use visual timetables and pictures. This has led to all children being given many opportunities to contribute. The manager monitors the quality of assessment and the progress that individual children and groups of children make. Staff then work closely together and use this information to plan activities that cater for the individual needs of the children. Staff provide the children with interesting ways to develop their literacy skills. For example, during group story time, children enjoy calling out the different letters that they recognise from books.

### Personal development, behaviour and welfare are good

Children's behaviour is excellent. Staff offer a great deal of support as young children develop an understanding of sharing, taking turns and showing consideration for others. This has contributed to children showing care towards their friends and has created a nurturing and friendly atmosphere throughout the setting. A strong key-person system has led to children having strong relationships with staff and they demonstrate high levels of confidence and self-esteem. Children have many opportunities to become independent learners. For example, they show great determination when they butter their own bread at snack time.

### Outcomes for children are good

Children make good progress, and are well prepared for their next steps in learning, including for school. They have strong imaginative skills and enjoy using real fruit and vegetables in their role-play area. This activity also contributes to children having a good understanding about how to use tools such as knives and forks correctly.

## Setting details

<b>Unique reference number</b>	EY553205
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10112906
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	75
<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>	Not applicable
<b>Telephone number</b>	0208 127 7274

Tendercubs Preschool And Day Nursery, Woodward Road, opened in 2017. It is situated in Dagenham in the London Borough of Barking and Dagenham. The nursery is open each weekday between 7.30am and 6.30pm all year round.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

